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Course Profiles

blic District School Board Writing Partnership

Course Profile

International Languages

Level 2
Academic

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Int. Lang.
10P Level 2
Academic
Copy 2

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

April 2000

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OHEC c.2

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Course Overview
International Languages, Level 2, Academic

Description/Rationale

International Language programs focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and as private citizens. Students learn to listen, speak, read, and write with precision and confidence, and develop thinking and analytical skills. In addition, the interdisciplinary nature of language encourages students to explore related areas of study such as history, geography, music, art, business, and world issues.

The Level 2 Academic course is appropriate for those students wishing to continue their study of the language in preparation for studies at a post-secondary institution. Students expand their knowledge of the structures of the language and learn more about the culture of its speakers, and its importance in a world context. Students gain knowledge, skill, and practice in all of the strands—Oral Communication: Listening, Oral Communication: Speaking, Reading, and Writing. Students expand their ability to communicate effectively in the language of study.

Unit Titles (Time + Sequence)

Unit 1	Friends	20 hours	Spanish	Summary unit
Unit 2	The Arts	18 hours	German	Fully developed unit
Unit 3	Pastime Activities	20 hours	Italian	Summary unit
Unit 4	The World of Work	20 hours	Spanish	Fully developed unit
Unit 5	Hot Off the Press	18 hours	German	Summary unit
Unit 6	A World of Culture	17 hours	Italian	Fully developed unit

Note: The number of hours totals more than 110. An effort has been made to provide more than the minimum requirements for a complete course. Teachers may choose not to use all of the activities suggested or may find that they are able to complete the tasks more quickly than anticipated.

Unit Organization

Note: Each unit has been developed with reference to a specific language: German, Italian, or Spanish. The activities within the unit may be adapted by teachers of other international languages. See Course Notes for further details.

Unit 1: Friends

Students further develop their speaking skills in a variety of contexts. They complete activities to improve their reading comprehension and writing skills based on themes related to friends, birthdays and celebrations and participating in student exchanges. With the teacher's guidance, they continue to explore aspects of the culture of the country/countries where the language of study is spoken. Students interact in a variety of situations in order to practise the vocabulary and language structures of the unit. The unit ends with the invitation of a guest speaker and activities related to the visit. (Spanish)

Unit 2: The Arts

Students learn about art forms and the lives of artists, find information on the art community of the countries of the language of study, plan a night out, going for dinner and a show or exhibit. They find out about various fairy tales originating from areas that speak the language of study, create a comic strip, and participate in planning a fashion show. The teacher provides information and assesses and guides students through the unit activities which lay the foundation for more in-depth research skills. (German)

Unit 3: Pastime Activities

Students analyse how they spend their free time. They explore their hobbies, and make plans for dining out, shopping, and a vacation. Students practise their oral/aural skills, as well as reading and writing in a variety of activities which are assessed and evaluated by the teacher. They use print and technological resources to create a survey, and to research and present projects related to eating in a restaurant, visiting a city, and going on a family holiday. (Italian)

Unit 4: The World of Work

Students explore the world of work. They become aware of the value of their contributions to home and society. Students learn that their job opportunities are expanded if they have a working knowledge of several languages. Evaluation throughout the unit is varied and ongoing. With the guidance of the teacher, students research jobs and identify the tasks and requirements of several of them. By completing a personal inventory, they discover their areas of interest and strength. Students learn basic job search skills, write a résumé and, through role play, gain confidence in being interviewed for a job. (Spanish)

Unit 5: Hot Off the Press

Students increase their knowledge of the types and roles of media through the study of media works. They participate in a range of activities that practise language structures and vocabulary. They investigate and acquire cultural information in order to understand media and its influence, both here and in the countries of the language of study. Students examine various types of ads, and practise and demonstrate their learning through discussion and the creation of projects such as a want ad and a book/CD/video jacket. (German)

Unit 6: A World of Culture

In this unit, students further enhance their knowledge of the language of study through an exploration of cultural activities. With the teacher's help, students research and discuss topics such as historical sites and figures, traditions, festivals, geography, art and music. Oral and written activities provide opportunities for students to demonstrate what they have learned, and for the teacher to assess and evaluate their progress. In addition, students expand their learning outside of the classroom by preparing and conducting an interview with a native speaker of the language. (Italian)

Course Notes

This profile contains six units: three fully developed and three summary units which include expectations, activity titles, prior knowledge required, planning notes, a summary of assessment and evaluation tools and teaching/learning strategies, as well as resources. For additional ideas and activities, please refer to the corresponding Open Course Profile, which fully develops the summary units contained in this Academic profile.

German, Italian, and Spanish give a real context to the activities and evaluation. The profile is written as generically as possible, but with specific references in individual units to one of these languages and cultures, and often with specific examples in these languages, especially in the appendices. Teachers of other international languages will be able to adapt the majority of these activities to their particular language and culture. Some sources for multi-language resources and some web sites that include a number of international languages have been included, and specific resources relevant to other languages can easily be found.

Teachers should be familiar with school and board policies regarding acceptable use of the Internet and the physical safety of students within their jurisdiction. Classroom activities should avoid bias, and reflect an awareness of violence prevention within the school environment. Input from special education and ESL teachers will help teachers to meet the needs of students enrolled in these programs. Teachers should also be aware of procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124). Wherever appropriate, activities in this profile encourage collaboration and integration with other school departments and the community to broaden students' perceptions, to help them make important connections, and to link them to the world beyond the classroom walls.

Expectations from the strands of Oral Communication: Listening and Speaking, as well as Reading, and Writing form the basis of each unit and are the starting point of each activity. Although it is difficult in this Course Profile to be specific about reading passages, reading, both in class and at home, is essential for the improvement of vocabulary and language structures, and teachers are encouraged to provide as many reading opportunities as possible. The International Languages Policy document prescribes a minimum of 50 pages of text for Level 2, Academic. Grammar and language knowledge, as well, are an integral part of international language courses and are always taught in context. Grammar and Language Knowledge expectations have been included in code form at the beginning of each unit, and are reintroduced in the assessment/evaluation charts of each activity. Appendix A – Level 2 Academic Expectations (codes) of this profile lists all codes and the full text for all of these expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies are suggested to maintain the interest of students, and maximize the success of all types of learners. Among strategies used are:

- whole class: brainstorming, problem-solving, presenting/introducing, general discussion
- small group: collaborative/co-operative learning activities, interviewing, creating and performing dialogues and skits, simulating, projects
- individual: note making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing

Suggestions for the use of information technology have been included in all units. Technological and community resources have been included throughout the profile and teachers are encouraged to use them wherever possible.

Assessment/Evaluation Techniques

Diagnostic and Formative Evaluation

- observation: formal and informal by the teacher
- reflection: teacher, peer and self-assessment
- aural comprehension tests
- paper and pencil quizzes: teacher- or course-designed tests
- conferencing: student/teacher
- performance: projects, creative writing assignments, role performances, simulations
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading), anecdotal comments, probe questions, rubrics for oral and written assignments.

Summative Evaluation

- paper and pencil assessment: teacher- and course-designed tests
- performance: application assignments, guided and free compositions, oral presentations, unit tests
- projects reflecting knowledge acquired in unit(s) of work

Final Evaluation

A combination of items requiring synthesis of knowledge acquired during course:

- listening and reading comprehension tests
- written examination
- composition
- comprehensive oral presentation
- teacher/student interview
- project (written and/or oral)

Accommodation

For students, the learning of a language at any level is a complex task, and requires skills in a number of areas; specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read. All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course:

- consideration of students' Annual and/or Individual Education Plans
- enrichment materials/activities available
- alternative or independent assignments or projects
- flexible grouping/roles of students according to needs and assignment
- flexible time for preparation of assignments or presentations
- resource packages or reinforcement sheets for extra practice
- simplification of terminology or instructions
- extra models and examples provided for oral or written assignments
- class time planned for teacher and/or peer assistance
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment/response)

Resources

Teachers will find specific resources in the units and activities that follow. The listing of resources in the unit overview at the beginning of each of the six units has complete bibliographical information on both print and technological resources. For additional resources and for other international languages, teachers should contact individual publishers and distributors. In addition, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community.

As a starting point, the following Web sites may prove useful for specific information, for obtaining materials related to assessment and evaluation, or for information related specifically to language and culture. Many sites provide links to other useful sites. All of these sites were active at the time of publication:

www.google.com
An elegant multi-lingual search engine.

http://school.discovery.com/schrockguide/assess.html
Kathy Schrock's Guide for Educators – Assessment Rubrics

http://webhome.idirect.com/~omlta/
Ontario Modern Language Teachers' Association

http://www.actfl.org/
American Council on the Teaching of Foreign Languages

http://www.mla.org/
Modern Language Association of America

OSS Policy Applications

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment, 1999.*

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

Course Evaluation

- structured feedback from students regarding effectiveness of course (surveys, checklists, interviews)
- structured feedback from teachers regarding effectiveness of individual assignments and/or activities
- informal discussion among teachers regarding effectiveness of strategies or activities
- regularly scheduled department meetings to discuss, evaluate, and make changes to delivery of assignments and activities
- summative meeting at the end of the year to incorporate changes for the future

Unit 1: Friends

Time: 20 hours

Unit Description

Students further develop their speaking skills in a variety of contexts. They complete activities to improve their reading comprehension and writing skills based on themes related to friends, birthdays, and celebrations and participating in student exchanges. With the teacher's guidance, they continue to explore aspects of the culture of the country/countries where the language of study is spoken. Students interact in a variety of situations in order to practise the vocabulary and language structures of the unit. The unit ends with the invitation of a guest speaker and activities related to the visit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1. 04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Introducing My Friends	180 minutes
Activity 2	The Ideal Friend	180 minutes
Activity 3	Finding a Friend	180 minutes
Activity 4	At the Café	180 minutes
Activity 5	At the Party	180 minutes
Activity 6	The International Exchange	300 minutes

Prior Knowledge required

- grammar and language knowledge for the International Languages, Academic/Open, Level 1 as set forth in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages*, p. 28.

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Levels chart which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks in the unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, oral communication in practical, structured dialogues and presentations, collaborative/co-operative learning, reading of age and language appropriate passages for practical purposes, responding to different reading sources, note taking, writing for a variety of purposes, student-teacher conferences, recognizing and using appropriate language structures in all three strands.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher- and course-generated tests
- observation: formal and informal
- self-assessment
- conferencing: student/teacher
- paper and pencil quizzes: teacher- and course-generated tests
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignments, listening and reading comprehension tests, oral presentations

Resources

Print

Best, Shirley. *¡Todos ganan!* Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Dreke, Michael, Wolfgang Lind, and Margaret Schluback-Ruping. *Español en parejas.* Berlin:Langensheidt, 1991. ISBN 3-468-49998-1

Frobose, Mark. *Relatos divertidos.* Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Giannetti, George. *The Spanish Teacher Book of Lists.* Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras.* Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Juntos. New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Lennon, Patricia and Douglas E. Moore. *Sígueme.* New York: Proficiency Press Co., 1993. ISBN 1-879279-07-X

León, Vicki. *70 Spanish Activities.* Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Marion, Caroline. *Bravo.* Portland: J. Weston Walch, 1989.

McConnell, Mary. *Snappy Starters.* Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español.* Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

¿Qué tal? London: Mary Glasgow Magazines-Scholastic, 1999. ISBN 0033-5940

Repaso. Lincolnwood: NTC, 1997.

Sacks Da Silva, Zenia. *Persona a Persona 1.* New York: MacMillan Publishing Co. Inc.,1982. ISBN 002-270230-X

Sacks Da Silva, Zenia. *Usted y yo.* New York: MacMillan Publishing Co. Inc., 1969.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno.* Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Small, Albert H. *Spanish à la cartoon.* Lincolnwood: Passport Books, 1996.

Snyder, Barbara. *Spanish Vocabulary-Lotería.* Lincolnwood: NTC, 1984.

Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa 1.* Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1

Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! 1.* McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1.* Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Brown, Paul S. *Spanish Emergency Lesson Plans*. New York: Gessler Publishing Co., 1992. (video)

Chamorin, Gérard C. and Antonio Gomez. *Caminando*. Roanoke: Gessler Educational Software, 1991. (software)

Gaiero, Robert D. *Spanish, Bit by Bit 1, 2, 3*. St. Catharines: Tutor Enterprises, 1996. (software)

Gordon, Cheryl and Ana Luisa Solas-Porras. *Survival Spanish*. New York: Gessler Publishing Co., 1992. (video)

Portwood, Gene and Lauren Elliot. *¿Dónde está Carmen Sandiego?* Madrid: Broderbund, 1990. (software)

Spanish Contest. Hamilton: Tralco Educational Services Inc., 1994 (software)

Spanish for Everyone. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

Internet

Community

Community organizations, consulates, bookstores, radio/television stations

Library

Unit 2: The Arts

Time: 18 hours

Unit Description

Students learn about art forms and the lives of artists, find information on the art community of the countries of the language of study, plan a night on the town, going for dinner and a show or exhibit. They find out about various fairy tales originating from areas that speak the language of study, create a comic strip, and participate in planning a fashion show. The teacher provides information, and assesses and guides students through the unit activities which lay the foundation for more in-depth research skills.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Art Forms and Artists	150 minutes
Activity 2	Who's Who in the Arts?	150 minutes
Activity 3	Let's Go Out	150 minutes
Activity 4	Fairy Tales	240 minutes
Activity 5	Let's Make a Comic Strip	120 minutes
Activity 6	The World of Fashion	270 minutes

Prior Knowledge Required

- vocabulary associated with professions and pastimes
- basic understanding of media and their application (e.g., Internet, CDs, videos)
- present and perfect past tense of regular verbs and some irregular verbs
- verbs in simple negative constructions
- interrogative pronouns and adjectives
- simple prepositions and articles

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999,* to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks in this unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- The following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, interviewing, Internet research, simulating and performing, note making and communication strategies which include questioning and answering in German, participating in class discussions and writing information into chart form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- paper and pencil tests: teacher-made or from course testing package
- performance: presentations, simulations, written assignments, graphic organizers
- tools: checklists, rating scales, rubrics, tests

Summative Evaluation

- paper and pencil assessment: teacher-generated test
- performance assessments, e.g., dialogues, interviews, oral presentations
- listening and reading comprehension tests

Resources

Printed

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., 1993. ISBN 0-17-439785-2

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 2*. Surrey: Thomas Nelson and Sons Ltd., 1994. ISBN 0-17-439796-8

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 3*. Surrey: Thomas Nelson and Sons Ltd., 1995. 0-17-439880-8

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 3*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15021-0

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Holt, Rinehart and Winston. *Komm mit! Level 1*. United States: Harcourt, Brace & Company, 1995. ISBN 030 325 196

Holt, Rinehart and Winston. *Komm mit! Level 2*. United States: Harcourt, Brace & Company, 1995. ISBN 030 325 528

Holt, Rinehart and Winston. *Komm mit! Level 1*. Teaching Resources. United States: Harcourt, Brace & Company, 1995. ISBN 030 325 234

Holt, Rinehart and Winston. *Komm mit! Level 2*. Teaching Resources. United States: Harcourt, Brace & Company, 1995. ISBN 030 950 600

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Kraft, Wolfgang S. *Deutsch Aktuell 2*. St. Paul, Minnesota: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1488-X.

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989 ISBN 0-395-47122-2

Moeller, Liedloff, Kent. *German Today 2*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47135-4

Canadian and German magazines and newspapers

Technological

Computer programs: *CorelDRAW*™ and Clip Art

German for Everyone. CD-ROM. Cambridge, Mass: The Learning Company, 1997.

Internet (for information on movies, actors, artists, restaurants, fairy tales)

Community

Goethe Institute, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

Library: video cassettes, book covers, articles on actors and television stars

Activity 1: Art Forms and Artists

Time: 150 minutes

Description

Students discuss and expand their understanding and knowledge of the arts and artists by reading about artists, interviewing a partner in the role of an artist, and creating a list of course offerings for an ideal school for the arts.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communications: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).

Oral Communication: Speaking
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).
Reading
RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories).
Writing
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire).

Prior Knowledge Required

- use of articles with nouns
- present tense of verbs
- verbs such as *to play, to see, to do, to go, to list*
- interrogative pronouns and adjectives
- basic salutations
- basic understanding of art forms and careers in the arts

Grammar and Language Knowledge

- words associated with music, fine art, film, theatre, etc.
- additional vocabulary and structures associated with expressing likes and dislikes
- word order in simple sentences, affirmative, interrogative, negative

Planning Notes

- The teacher finds pictures for reviewing/teaching vocabulary.
- The teacher finds/simplifies/creates reading passages about artists and prepares content questions.
- The teacher prepares exercises on word order in questions and statements.
- The teacher prepares model interview questions and answers for interviews.
- The teacher prepares a list of well-known artists and their areas of expertise for the game.

Teaching/Learning Strategies

1. Whole class: using pictures as visual cues, the teacher teaches the vocabulary for art forms and artistic vocations (e.g., forms: dance, fine art, film, theatre, literature; vocations: dancer, painter, actor, director, writer, etc.). *Alternative for Open level: students come to the front and tape names under categories.*
2. Small group: the class practises pronouncing the names of art forms and artistic vocations by matching names of well-known artists with their art form.

3. Individual: students read passages about artists, answering content questions. Alternative for Open level: reading passages are based on popular music and singers. Fill-in exercises are used instead of content questions.
4. Pair: students interview a partner in the role of an artist. The teacher supplies model questions and answers needed.
5. Individual: students complete exercises on word order in questions and statements. Alternative for Open level: students unscramble sentences on cards.
6. Small group: students brainstorm course offerings in an ideal school for the arts. Groups circulate to present syllabus to other groups. *Alternative for Open level: students select from a list those school subjects that belong in a school for the arts.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.02 GL1.09	Observation	Students interview a partner.
Knowledge/ Understanding	OL1.01 OS1.01 GL1.03	Chart	Students match artists with art forms.
Application	RE1.01 WR1.02	Rubric for reading comprehension	Students read passages about artists and answer content questions.
Application	RE1.03 WR1.03 GL1.05	Rubric for collaborative group work	Students prepare a list of courses in an ideal school for the arts.
Communication Thinking/ Inquiry	OL1.03 OS1.02, OS1.03, OS1.04 RE1.04 GL1.07, GL1.08	Oral evaluation grid	Students interview a partner in the role of an artist.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide additional reading/audio materials about artists for enrichment.
- Reduce the list of expected vocabulary to essential words only.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Allow the use of a cassette recorder as an alternative to written responses.

Resources

Print

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. pp. 85-100 (popular culture, television, opera).

Kraft, Wolfgang S. *Deutsch Aktuell 1.* Chapter 9 (entertainment).

Community

Goethe Institute: bibliographical videos about artists

Activity 2: Who's Who in the Arts?

Time: 150 minutes

Description

Students become familiar with well-known German-speaking artists and their art by using print and technological resources to find information, match artists and vocations, and prepare a biography of an artist.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level

OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;

REV.01 - read age- and language-appropriate passages from various sources for different purposes;

WRV.01- write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communications: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;

OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).

Oral Communication: Speaking

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);

OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

Reading

RE1.01 - read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);

RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);

RE1.05 - identify features of the culture of countries where the language is spoken (e.g. festival, historical sites).

Writing

WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a penpal or keypal in another country).

Prior Knowledge Required

- basic vocabulary associated with the arts and artists
- basic vocabulary and language structures associated with expressing likes and dislikes

Grammar and Language Knowledge

- expanded vocabulary associated with the arts and artists
- formation and use of past perfect tense
- modal verbs

Planning Notes

- The teacher finds reading passages about German-speaking artists.
- The teacher prepares a list of German-speaking artists and some vocabulary to describe their art.
- The teacher creates a matching game based on artists.
- The teacher develops a rubric to evaluate spontaneous responses to biography presentations.
- The teacher prepares a checklist to record student participation in asking/answering questions based on presentations.
- The teacher prepares photocopies of Appendix C – Biography of an Artist.

Teaching/Learning Strategies

1. Pair: using Internet, CDs, and print media, students find information about German-speaking artists (painters, musicians, performers composers, fashion designers, architects, dancers, etc.) and fill in blanks on biography template. (See Appendix C – Biography of an Artist.)
2. Pair: after the teacher corrects biography sheets and returns them to the class, students present their biography sheets orally to the whole class.
3. Small group: students play a matching game based on the information the class has found.
4. Whole class/Individual: the teacher introduces modal verbs. Students complete exercises practising modal verbs with vocabulary associated with the arts and artists.
5. Pair: using information found during independent research, students present an example of the work of the artist (e.g., musical excerpt, reproduction of a painting, photograph, videoclip).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication Application	OS1.01, OS1.02 RE1.01, RE1.04 RE1.05 WR1.04, WR1.05 GL1.09	Biography sheet	Students find information on German-speaking artists and present it to the class.
Knowledge/ Understanding Thinking/Inquiry	OL1.01 OS1.01 RE1.05 GL1.03, GL1.10	Chart	Students match artists to their art forms/works.
Application/ Communication	OL1.01 OS1.01, OS1.02 RE1.01 WR1.04 GL1.04, GL1.06	Rubric for oral presentation	Students present an example of the work of an artist.
Application	RE1.01 WR1.01 GL1.04, GL1.09	Written test	Students complete test on modal verbs and vocabulary associated with the arts.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide specific Internet addresses.
- Increase/reduce the required number of fill-ins for the Internet research.
- Group students in pairs to assist with tasks.
- Allow more time to complete tasks.
- Model activities beforehand.

Resources

Print

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp.114-119.

Technological

Internet: German-speaking artists

Community

Library
Goethe Institute

Activity 3: Let's Go Out

Time: 150 minutes

Description

Students plan to celebrate a special occasion by going to a restaurant, then attending a show, play, concert or opera. Students ask for, make and respond to suggestions about choosing a restaurant and a cultural event. They read from menus and the entertainment section of a newspaper, then discuss their choices. They present a restaurant scene and report on the cultural event attended.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual clues (e.g., facial expressions, gestures) and verbal clues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).

Oral Communication: Speaking
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows).
Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation and intonation;
RE1.03 - use visual clues (e.g., illustrations, punctuation) and verbal clues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet).
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write answers to a variety of simple questions;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

Prior Knowledge Required

- vocabulary associated with food, restaurants, cultural events
- how to order food
- time of day
- modal verbs, how to express likes and dislikes
- word order in simple sentences, positive, interrogative, negative
- word order in compound and complex sentences, gender and number agreement

Grammar and Language Knowledge

- expressions of quantity
- vocabulary associated with food, entertainment

Planning Notes

- The teacher finds a menu in the language of study using available resources (local restaurant, text, or Internet). The teacher also finds the entertainment section from the local newspaper (in the language of study, if available – e.g., *Torontoer Zeitung*) to assist students with selecting a restaurant and an after-dinner activity.
- The teacher assembles pictures of food, people, and objects in a restaurant, a list of names of shows, sports events, operas, plays, music groups, or performers.
- The teacher chooses videos showing modern German cuisine, vocabulary about food, ordering in a restaurant.
- The teacher arranges a class trip to a German restaurant, an Oktoberfest celebration, or a German opera, operetta, if available.
- The teacher plays a video of a German play, rock group, film, opera, or operetta, if available.

Teaching/Learning Strategies

1. Whole class: the teacher asks students if they have a favorite restaurant, how often they eat there and the type of food for which the restaurant is known. A graphic organizer is created on the board to record this information.
2. Whole class: the teacher reviews/introduces the vocabulary associated with food and restaurants by having students match pictures and words. The teacher plays videos (see Resources) showing someone ordering in a restaurant. The vocabulary associated with food, modern German cuisine, and the diversity of foods available in Germany will be presented, as a result of increased cultural diversity.
3. Small group: based on what the students have learned about the population in Germany today, students discuss what types of cooking they would expect to find in Germany today (examples: Italian, Turkish, Greek, Asian) and then decide what kind of restaurant they wish to go to for dinner.
4. Whole class: the teacher reviews/teaches expressions of quantity and how to order food in German.
5. Pair: the teacher reviews/introduces the vocabulary associated with cultural events. Each pair is given a list of names of shows, sports events, plays, operas, movies, and music groups or performers. Students associate the name with the correct category. Answers are taken up as a class.
6. Small group: the teacher presents a situation to students in which they have won a prize: dinner at a restaurant they have never been to before, followed by entertainment. After a looking at the arts and entertainment section of a newspaper, each group decides which cultural event it wants to attend, and identifies the kind of event, where it is taking place, the names of the people/group performing, and the time at which the event begins.
7. Small group: students create a dialogue taking place in the restaurant, in which they order food, then talk about the after-dinner show.
8. Small group: each group presents their restaurant scene to the class, followed by an oral presentation of the summary of the cultural event they attended after dinner. The teacher assesses oral performance using a rubric. Each group hands in their dialogue and summary for teacher assessment using a rubric for written work. *Alternative for Open level: students present orally only.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	RE1. 01, RE1.03 WR1.03, WR1.05 GL1.09	Follow-up quizzes	Students match vocabulary associated with food, restaurants; place cultural events in categories.
Communication/ Application	OS1.01, OS1.02 RE1.02 GL1.04, GL1.08	Rubric	Students write, then present orally, a dialogue in a restaurant.
Communication/ Application	OL1.01, OL1.02 OS1.01, OS1.02 RE1.02 WR1.01 GL1.10	Rubric	Students write, then present orally, a summary of the evening's performance.
Knowledge/ Understanding	OS1.01, OS1.03 RE1.01 WR1.01, WR1.02, WR1.04 GL1.04, GL1.08	Informal observation chart Information chart	Students discuss popular restaurants in modern Germany. Students complete chart of information about cultural event selected.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may write their summary of the evening's performance in point form.
- Students may be given a less demanding role in the dialogue.
- To add challenge, students write a review of a recent play/movie.

Resources

Printed Matters

Holt, Rinehart and Winston. *Komm mit! Level 1.*

Holt, Rinehart and Winston. *Komm mit! Level 2* (menus: p. 272).

Holt, Rinehart and Winston. *Komm mit! Level 1. Teaching Resources* (Chapter Resources Book 4, p. 16; menus: Book 2, p. 116 and p. 137).

Holt, Rinehart and Winston. *Komm mit! Level 2. Teaching Resources.*

Kraft, Wolfgang S. *Deutsch Aktuell 1.* Chapter 9 (entertainment).

Kraft, Wolfgang S. *Deutsch Aktuell 2.* Chapter 5 (food).

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (Kapitel 12, 13).

Moeller, Liedloff, Kent. *German Today 2*, Fourth Edition.

Canadian and German magazines and newspapers

Das Rad or *Schuss* (German student magazine), available from Scholastic Canada Ltd., 175 Hillmount Ave., Markham, (905) 887-7323.

Technological

Alles Gute, Langenscheidt (video series) (Unit 17: looking at a movie and theatre program, in a café; visit to an opera in Munich; Unit 9: in a cafe)

Internet: German restaurants

Eine kleine Deutschmusik (song: Wie heißt das auf deutsch?)

Fokus Deutsch (Level 2, Tape 6: Vocabulary about food; Tape 12: modern German cuisine)

Community

Goethe Institute (list of cultural events, menus)

Library: video cassettes

Arts and entertainment section from local newspaper

Activity 4: Fairy Tales

Time: 240 minutes

Description

Students watch a video about the brothers Grimm and how the Grimm fairy tales came about (see Resources). They read several simplified fairy tales, recount a fairy tale from pictures on an overhead transparency, discover the characteristics of a fairy tale, discuss how fairy tales and ancient stories are used in modern day stories, movies, plays, and operas. As a culminating activity, students write a modern fairy tale.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).

Oral Communication: Speaking

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows).

Reading

RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual clues (e.g., illustrations, punctuation) and verbal clues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g., festival, historical sites).

Writing

WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

Prior Knowledge Required

- familiarity with children's fairy tales modern movies, plays, and operas
- possessive and demonstrative adjectives
- present tense, regular and irregular verbs, including frequently used irregular verbs – verbs in simple negative constructions, modal verbs - past perfect tense (simple past tense in some international languages) – use of negative forms

Grammar and Language Knowledge

- prepositional phrases (e.g., into the room, in the room, at the dentist, to the bank)
- vocabulary associated with advertisements, leisure, music, television names of currency, colours
- verbs in the past perfect tense (simple past)

Planning Notes

- The teacher finds simplified versions of classic fairy tales (Hansel and Gretel, Cinderella, Sleeping Beauty, The Pied Piper of Hamelin, etc.).
- The teacher finds video of a fairy tale.
- The teacher finds a transparency of pictures telling a fairy tale.

Teaching/Learning Strategies

1. Whole class: the teacher pre-teaches the vocabulary associated with fairy tales.
2. Pair: students work in pairs and take notes as they watch videos of classic German fairy tales. Based on their notes and the storyline, students summarize the plot and present orally. *Alternative for Open level: The teacher guides the students through the plot, by leaving out one word in each sentence of a teacher-prepared plot. The students choose the correct word from a scrambled list.*
3. Individual: students read simplified versions of classic German fairy tales.
4. Pair: using the pictures on an overhead transparency as a guide, the class writes the text to a fairy tale by having each pair progressively contribute one sentence. The tale is written on the board/overhead and read aloud. *Alternative for Open level: Students put sentences in order to retell a well-known fairy tale matching pictures on an overhead.*
5. Whole class: the teacher reviews/teaches prepositional phrases. Students locate examples of these phrases in the previously read fairy tales. Students practise by completing a teacher-prepared or textbook exercise, followed by a quiz on prepositional phrases (see Appendix D – Quiz on Prepositional Phrases).
6. Small group: students look for the vocabulary describing the common characteristics of a fairy tale (e.g., the supernatural, good and bad, princes and princesses, animals can talk, nature and animals have human characteristics, time is elastic, teaches a moral, etc.) and present their findings on a mind map.
7. Small group: students write a list pairing figures from classic fairy tales with similar figures from modern plays, movies and operas or the lives of famous people, followed by a presentation to the class (e.g., Cinderella/Céline Dion; Beauty and the Beast/Beautician and the Beast; Greek mythology/Hercules and Xena).
8. Pair: students write and illustrate a modern fairy tale. They role play and present their tale orally to the class, then hand in a final written copy. *Alternative for Open level: students follow a teacher model and change names, places, and times, choosing from a scrambled list, to create a different fairy tale.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OS1.03 RE1.01, RE1.03 WR1.01, WR1.05 GL1.09	Observation	Students write lists of vocabulary describing common characteristics of fairy tales.
Communication Application	OL1.01, OL1.02 OS1.01, OS1.02 GL1.04, GL1.08	Observation	Students write, then present orally a sequential sentence to narrate and complete a fairy tale.
Communication	OS1.02 RE1.02, RE1.03 GL1.02	Rubric for oral presentation	Students role play a modern fairy tale.
Knowledge/ Understanding/ Application	RE1.01, RE1.05 WR1.01, WR1.04 GL1.01, GL1.04 GL1.08, GL1.10	Rubric for a modern fairy tale	Students write a modern fairy tale, incorporating the common elements of a fairy tale, while using prepositional phrases and the verbs in the past tense.

Accommodations

- Consult each student's Annual and/or Individual Education Plan.
- Students may watch the video of German fairy tales more than once.
- Reduce the required elements for the modern fairy tale.
- Allow an alternative to written assignment (oral presentation).
- Students may read, present their fairy tales to other classes.
- Students may read other tales collected by the Brothers Grimm using the library or Internet.

Resources

Printed Matter

Holt, Rinehart and Winston. *Komm mit! Level 1.*

Holt, Rinehart and Winston. *Komm mit! Level 2.*

Holt, Rinehart and Winston. *Komm mit! Level 2. Teaching Resources.*

Kraft, Wolfgang S. *Deutsch Aktuell 2.* "Sprichwort," pp. 23, 53, 83, 116, 149, 181, 211, 243, 277, 311, 341, 374.

Kraft, Wolfgang S. *Deutsch Aktuell 2.* pp. 41-44 (die Romantische Straße).

Moeller, Liedloff, Kent. *German Today 2*, Fourth Edition (fairy tales: Chapter 14).

Technological

Internet (fairy tales)

Fokus Deutsch (Level 1, Tape 4: a humourous look at fairy tales)

Community

Goethe Institute (fairy tales, video/books on the Brothers Grimm)

Library: video cassettes, fairy tales

Activity 5: Let's Make a Comic Strip

Time: 120 minutes

Description

Students read a comic book in the language of study and create their own short comic strip.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening
OL1.02 - use visual cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).
Oral Communication: Speaking
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident).
Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read loud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g. word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g. retell stories).
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire;
WR1.04 - use resources to make their writing more effective (e.g. dictionary, input from teachers).

Prior Knowledge Required

- present and perfect tenses of regular verbs
- adjective endings after definite articles

Grammar and Language Knowledge

- vocabulary: colours and words associated with comic strips

Planning Notes

- The teacher finds appropriate comic strips to read with the class. **Note:** If it is possible to find some longer comic strips, they are preferable (e.g., Max und Moritz).
- The teacher prepares oral questions about the comic strip.
- The teacher prepares true/false quiz about the comic strip.
- The teacher prepares an activity sheet about the comic strip.
- The teacher prepares a quiz on the new vocabulary.
- Provide a class set of dictionaries, or ask students to bring their own dictionaries to class.
- The teacher prepares comic strips with empty speech bubbles.
- The teacher prepares checklist for evaluating student-created endings for the comic strips.

Teaching/Learning Strategies

1. Whole class: following presentation of new vocabulary by the teacher, students read a comic strip in the language of study, taking turns reading aloud (e.g., Max und Moritz).
2. Whole class: students answer simple oral questions about the comic strip.
3. Individual: students complete a true/false quiz while listening to easy statements about the story they have read.
4. Individual: students complete an activity sheet based on the comic strip.
5. Individual: students complete a quiz on the new vocabulary.
6. Small group: students read another comic strip in the language of study with the aid of a dictionary, each student taking a role and reading aloud up to a point determined by the teacher.
7. Individual: using copies of the rest of the comic strip with empty speech bubbles, each student writes an ending to the story. *Alternative for Open level: students work in pairs. The teacher provides a list of captions, to which the students match each picture.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.03, RE1.04 GL1.08, GL1.10	Observation	Students read a comic book aloud.
Knowledge/ Understanding	OL1.02 OS1.02	Observation	Students answer questions orally.
Knowledge/ Understanding	OL1.02	True/false quiz	Students complete a true/false quiz while listening to statements about the story they have read.
Application	WR1.01 GL1.06, GL1.08	Observation	Students complete an activity sheet based on a comic book.
Application	WR1.03 GL1.08, GL1.10	Pen and pencil test	Students complete a quiz on the new vocabulary.
Application	RE1.01, RE1.02, RE1.03 GL1.08, GL1. 09	Observation	Students read the beginning of another comic strip.
Thinking/ Inquiry	WR1.03, WR1.04 GL1.08, GL1.09, GL1.10	Checklist	Students complete a comic strip.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more time to complete each task.
- For weaker students, the teacher provides vocabulary lists.
- To add challenge, the teacher has students read additional comic strips.

Resources

Printed Matter

Moeller, Liedloff, Kent. *German Today 2*, Fourth Edition (cartoon of Max und Moritz: Chapter 16).

Technological

Popular culture, television, opera

Community

Goethe Institute (well-known German cartoon Janosch available, although perhaps too challenging)

Internet: research on German comic strip characters (e.g., Max und Moritz, die Mainzelmännchen)

Activity 6: The World of Fashion

Time: 270 minutes

Description

Students learn to discuss fashion in society. Through questions, reading, a video, a classroom fashion show and research, students become acquainted with the culture of the countries studied.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).

Oral Communication: Speaking

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.03 - use visual clues (e.g., illustrations, punctuation) and verbal clues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g., festival, historical sites).
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Prior Knowledge Required

- the formation of the past tense
- adjective agreement endings (e.g., German: ein kleiner Hund)

Grammar and Language Knowledge

- vocabulary associated with clothing and fashion
- idiomatic expressions

Planning Notes

- The teacher prepares a version of a culturally specific short story that deals with the topic of clothing in our society (e.g., German: Kleider machen Leute by Gottfried Keller).
- The teacher prepares a question sheet to accompany the short story.
- The teacher finds a language specific expression/proverb which deals with topic of clothing (e.g., Kleider machen Leute) on which to base the class discussion.
- The teacher provides videotapes or audiotapes of young people expressing their opinions about fashion. (The Goethe Institute has a video in their library.)
- The teacher prepares a question sheet to accompany the video or audiotape.

Teaching/Learning Strategies

1. Whole class: students take turns reading a short story about clothing aloud.
2. Individual: students answer questions in writing based on the story they have read.
3. Whole class: students discuss the importance of fashion today, and their opinion of current fashion. The teacher puts their opinions on the board in the form of a mind map. The teacher produces photocopies of the mind map for use when making comments on the fashion show later on.
4. Whole class: students view/listen to a video/cassette tape of young individuals expressing their opinions about fashion. Students answer questions and complete fill in the blank exercises during the second viewing/listening of the tape.
5. Pair: students interview each other using a questionnaire about clothing designed by the teacher.
6. Small group: students compare results from the pair interviews.
7. Small group: in a collaborative group with roles as announcer and models, students organize a fashion show. One group member is the announcer while the others are models. Each model describes to the announcer what he/she is goes to wear. The announcer records their information. Each group selects music to play during the fashion show.
8. Whole class: students present fashion shows.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.03 WR1.02, WR1.04 GL1.08, GL1.10	Question sheets	Students write answers to questions based on the text they have read aloud.
Knowledge/ Understanding	OL1.01, OL1.02 WR1.01, WR1.02, WR1.04 GL1.08, GL1.10	Question sheets	Students write answers to questions while viewing/listening to tape.
Thinking/Inquiry	OS1.01, OS1.02, OS1.03, OS1.04 GL1.08, GL1.10	Questionnaire	Students interview each other about clothing.
Application	OL1.02 OS1.01, OS1.02, OS1.03, OS1.04 RE1.05	Fashion show	Students present fashion shows orally.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen to tapes more than once.
- Students may have more time to complete each task.

Resources

Printed Matter

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons, 1993, p. 94 (clothing).

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 2.* Surrey: Thomas Nelson and Sons, 1994, Chapter 5 (clothing).

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989, pp. 61-65 (clothing).

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 3.* Surrey: Thomas Nelson and Sons Ltd., 1989, pp. 32-35 (clothing).

Kraft, Wolfgang S. *Deutsch Aktuell 1.* Chapter 7 (clothing).

Kraft, Wolfgang S. *Deutsch Aktuell 2.* p. 216 (Was findest du heutzutage modisch?).

Unit 3: Pastime Activities

Time: 20 hours

Unit Description

Students analyse how they spend their free time. They explore their hobbies, and make plans for dining out, shopping, and a vacation. Students practise their oral/aural skills, as well as reading and writing in a variety of activities which are assessed and evaluated by the teacher. They use print and technological resources to create a survey, and to research and present projects related to eating in a restaurant, visiting a city, and going on a family holiday.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Free time	180 minutes
Activity 2	Dining Out	180 minutes
Activity 3	Shopping for Clothes	240 minutes
Activity 4	Watching TV	180 minutes
Activity 5	Describing a City	180 minutes
Activity 6	A Music Trip to Tuscany	240 minutes

Prior Knowledge Required

- basic vocabulary associated with family, food, nutrition, leisure, transportation, and places
- partitive articles and nouns
- simple and contracted prepositions
- present tense of regular and frequently used irregular verbs
- regular adjectives and some irregular ones
- demonstrative and interrogative adjectives
- subject personal pronouns and interrogative pronouns
- vocabulary related to time, colours, food, leisure, transportation, places, basic salutations
- cardinal numbers (1-100)

Unit Planning Notes

- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher refers to the resources listed.
- The teacher prepares all materials required for the unit.
- The teacher pre-teaches/reviews the grammar and language knowledge needed to complete this unit.
- The teacher provides rubrics/assessment and evaluation materials for student use throughout the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: interviewing, oral communication, presenting/introducing, interactive/co-operative learning, brainstorming, investigating, writing, describing, discussing, and conferencing.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher- or course-generated tests
- observation: formal and informal
- conferencing: student/teacher, student/student
- paper and pencil quizzes/tests
- performance: formal written assignment, role performances
- tools: anecdotal notes and comments, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative and Evaluation

- formal written assignments, oral presentations, projects

Resources

Printed Matter

Boni, A. *Italian Regional Cooking*. New York: Crescent Books, 1989.

Cockburn, F., J. Gallup, and P. Gardini. *Cyberproject: An Electronic Passport to the World of International Languages*. Toronto Board of Education, Modern Languages and Classic Department, 1997.

Costantino, M. *The Italian Way*. Illinois: Passport Books,1996. ISBN 0-8442-8072-0

Costantino, M. *Avventure in città...* USA, New York: Amsco School Publications, Inc., 1987. ISBN 0-87720-589-2

Cremona J. *Buongiorno Italia ! A combined BBC Radio and Television Course for Beginners in Italian*. London W120TT: BBC Books, 1986. ISBN 0-8219-0241-5

D'Alleva, J. *Incontri Culturali, Cross-Cultural Mini-Dramas*. Toronto: Nelson, 1990. ISBN 0-8442-8006-2

Danesi, M. *Learn Italian The Fast and Fun Way*. Toronto: Barron's, 1985. ISBN 0-8120-2854-6

Danesi, M. *ADESSO!* Boston: Heinle & Heinle Publ., 1992. ISBN 0-8384-1986-0

Graziano, G. *Dialoghi Simpatici. A Graded Introductory Reader for the Beginning Students*. Lincolnwood, Illinois: National Textbook Company, 1996. ISBN 0-8442-8042-9

Jackson, J. *Ciao ! Primo, Secondo, Terzo Libro*. Canada, Nelson, 1990. ISBN 0-17-439224-9

Jackson, J. *Ciao ! Teacher's Resource Book and Copymasters for Primo, Secondo, and Terzo Libro*. Canada, Nelson, 1990. ISBN 0-17-439229-X

Lazzarino, G. *Prego ! An Invitation to Italian*. Toronto: McGraw-Hill, 1990. ISBN 0-07-557426-8

Masella, A. *Leggere con piacere*. New York,: AMSCO, 1976. ISBN 0-87720-591-4

Mollica, A. *A te la scelta ! Libro primo*. Welland:, Ontario éditions Soleil, 1992. ISBN 0-921831-22-6

Pease, A. and D. Bini. *Italiano In Diretta - An Introductory Course*. Toronto: McGraw-Hill, 1989. ISBN 0-07-557328-8

Speroni, C. and C. Golino. *Basic Italian*. Toronto. Holt, Rinehart & Winston Inc., 1993.
ISBN 0-03074991-3

Idee pratiche per le lezioni di Italiano. London: Mary Glasgow Publications, Ltd., 1992.
ISBN 07487-3715-4

Technology

Buongiorno Italia ! BBC Educational and Training Videos. BBC Education and Training

Your Guide to 57 Decadent Cooking Holidays in Italy
http://www.portal.ca/-McGowan

Parente, A. *Your About.com Guide to: Italian Culture*
wysiwyg://157/http:/italianculture.miningco.com/msub28.htm

Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=italian+pastimes&PM=113-300-T

Club Toscana Adventures http://www3.sympatico.ca/toscana

Go Tuscany-What's going on? http://firenze.net/events/events.htm

Italian music – Italian culture
wysiwyg://45/http://italianculture.about…home&terms=pastimes&PM=113-300-T

Adesso web site
http//adesso.heinle.com

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

local regional clubs and community cultural centres of the country of the language studied

Radio and TV stations (e.g., CHIN International radio and TV station)

Unit 4: The World of Work

Time: 20 hours

Unit Description

Students explore the world of work. They become aware of the value of their contributions to home and society. Students learn that their job opportunities are expanded if they have a working knowledge of several languages. Evaluation throughout the unit is varied and ongoing. With the guidance of the teacher, students research jobs and identify the tasks and requirements of several of them. By completing a personal inventory, they discover their areas of interest and strength. Students learn basic job search skills, write a résumé and, through role play, gain confidence in being interviewed for a job.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.O3, OS1.O1, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	The Value of Work	150 minutes
Activity 2	Exploration of Careers and Trades	150 minutes
Activity 3	Employment Benefits of Knowing Languages	140 minutes
Activity 4	A Career for Me	200 minutes
Activity 5	The Job Application Form and the Résumé	250 minutes
Activity 6	The Job Interview	310 minutes

Prior Knowledge Required

- simple present tense of regular verbs and frequently used irregular verbs in the affirmative, negative, and interrogative constructions
- near future tense
- modal verbs
- perfect past tense (simple past tense in some international languages)
- interrogative pronouns
- direct and indirect object pronouns
- formation and use of adverbs to modify verbs
- formation and use of adverbs of time
- expressions of quantity
- cardinal numbers
- adjectives: regular and irregular, possessive, demonstrative, interrogative; expressions of quantity
- familiarity with writing a variety of simple forms
- experience in oral presentations; for example, reporting a group's findings
- ability to express and share facts, ideas, feelings, opinions in both oral and written form
- ability to read and understand simple written passages related to a theme
- prepositional phrases

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999,* to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, classifying, collaborative/co-operative learning, conferencing, oral communication, note-taking, guessing game, memorizing, reading response, interviewing, oral presentation and performing, research using technology.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher- or course-generated
- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher- or course-generated tests
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignments, listening and reading comprehension tests, oral presentations

Resources

Print

Clayton, John, Kenneth Hall, Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*. Hong Kong: Colorcraft Ltd., 1989.

Gabel Liebowitz, Dorothy. *Practical Vocabulary Builder: Blackline Masters*. Lincolnwood, Illinois: National Textbook Company, 1994.

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish*. Copy Masters. Portland, Maine: J. Weston Walch, 1988. ISBN 01-3540

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish*. Copy Masters. Portland, Maine: J. Weston Walch, 1987. ISBN 01-3534/03-3534

Giannetti, George and Adolfo Ayala. *!Leamos! Easy Reading Comprehension Exercises in Spanish.* Copy Masters. Portland, Maine: J. Weston Walch, 1988.

Juntos. New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1*. Scott, Foresman and Company,1996. ISBN 0-673-21669-1

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*. Scott, Foresman and Company,1996. ISBN 0-673-21706-X

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. Scott, Foresman and Company,1996. ISBN 0-673-21700-0

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*. Scott, Foresman and Company,1996. 0-673-2169-8

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*. Scott, Foresman and Company,1996. ISBN 0-673-21726-4

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1982.

Ontario, Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

Sacks Da Silva, Zenia. *Persona a Persona 1*. New York: MacMillan Publishing Co. Inc., 1982. ISBN 002-270230-X

Sacks Da Silva, Zenia. *Usted y yo*. New York: MacMillan Publishing Co. Inc., 1969.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa 1*. Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1

Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! 1*. McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Zayas-Bazán, Eduardo and José B. Fernandez. *¡Arriba!* Englewood Cliffs, New Jersey, 1993. ISBN 013-044306-9

Qué tal (magazine for adolescents – Scholastic publications)

The Spanish Teacher's Book of Lists (Tralco)

Snappy Starters for Spanish Classes (Tralco)

Technological

Computer software programs: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs: *Language Explorer (Nordic Software Inc.), The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet

Video: *A Piece of the Puzzle* (for information, contact Fairmeadow Centre, TDSB, 416 395-4920)

Community

newspapers (in language of study, where possible)

language-specific organizations, clubs, centres

community resource speakers

Activity 1: The Value of Work

Time: 150 minutes

Description

In this activity students look at their spending habits and earning needs. Students look at the tasks, whether for pay or not, that they and other household members perform in the home. Students begin to think about the skills they have and the future applications of these skills. Students become aware of the value of work and the responsibility that each member has in the group.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).

Oral Communication: Speaking

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences contribute opinions to a survey on television shows).

Reading

RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones.

Writing

WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Prior Knowledge Required

- nouns for family members: father, step-sister, etc.
- possessive adjectives
- days of the week, months of the year, seasons of the year, weather
- verb tenses: present, simple past, near future

Grammar and Language Knowledge

- verbs associated with household chores and tasks
- formation and use of simple past tense of the verbs associated with household tasks and chores
- adverbs of frequency
- comparison: "I do the dishes more often than Mary."

Planning Notes

- The teacher prepares a blank budget chart. The budget includes the categories of possible student expenses: school supplies, clothing, transportation, entertainment, food, and miscellaneous (seasonal expenses, e.g., gifts). The budget also has a column for sources of income: allowance, gifts, job earnings, babysitting, etc.
- The teacher makes a vocabulary list of verbs associated with chores and duties in and around the home: clean the house, make the bed, walk the dog, mind my sibling, take out the garbage, cut the grass, do the grocery shopping, take care of grandma, do the laundry, make bill payments, etc.
- The teacher prepares composition assignment to distribute to students.

Teaching/Learning Strategies

1. Individual: the teacher provides each student with a blank budget chart. Student fills in the chart.
2. Small group: students organize themselves into groups of four and compare results. Each group presents a typical student budget to the class. *Alternative for Open level: students fill in a cloze-type budget chart, supplying information in the blanks.*
3. Whole class: the teacher distributes vocabulary list of household chores. Students review list and add any other chores or tasks that they perform. The teacher asks questions orally about who performs which chores in each household. The teacher varies questions using present, simple past, and near future tenses: Who takes out the garbage? Who prepared the dinner last night? What chores are you going to do next week?
4. Individual: students work individually to complete the following composition assignment:
   a) Draw a one-month calendar on a sheet of paper or bristol board.
   b) Fill in each day with one household chore and the name of the person who does it. Include a minimum of two household members as well as yourself. (e.g., On the space for the 2nd of the month, you could write: Mohammed washes the dishes.)
   c) To accompany this one-month calendar, write a composition. Imagine that it is the 15th of the month. Referring to the calendar you have created, write one well-developed paragraph describing how the various members of your household contributed during the first two weeks of the month. Referring to the same calendar, write a second well-developed paragraph in which you describe how each member is going to contribute during the next two weeks of the month. Write a third paragraph as a conclusion. Comment on the fairness of the distribution of tasks in your household. Consider the following questions: Who does what? Who does the most work? Are the tasks distributed in a way that reflects a stereotype? Am I being selfish or selfless in my contributions? How can things be improved for the benefit of all? *Alternative for Open level: instead of a composition, students do a guided oral presentation of household chores.*
   d) Hand in the composition along with the calendar for evaluation.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02 RE1.02 GL1.01, GL1.04	Observation	Students answer teacher's questions about household chores.
Thinking/Inquiry Application	WR1.01, WR1.03, WR1.04 GL1.01, GL1.03, GL1.04, GL1.07	Rubric for written activity	Students complete calendar of chores and accompanying participation summary. Students fill in budget chart.
Communication	OS1.01, OS1.03	Rubric for oral presentation	Students present budget.
Communication Application	WR1.01, WR1.03, WR1.04 GL1.01, GL1.03, GL1.04, GL1.07	Rubric for written composition	Students write composition on household tasks.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Students who speak the language under study add to the list of chores by making a list of household tasks that may exist in the country where the language is spoken but not in Canada.
- Students who speak the language under study write an additional paragraph for the written assignment in which they compare and contrast attitudes toward household contribution in the country where the language is spoken to those in Canada.
- Guided composition as alternative for written portion.
- Reduce/increase required elements for assignment.

Resources

Printed Matter

dictionaries

textbooks for verbs and nouns associated with household tasks (e.g., *¡Arriba!*, pp. 253, 254)

Activity 2: Exploration of Careers and Trades

Time: 150 minutes

Description

Students learn the names of many professions, careers, and jobs. They look at a few tasks performed in various jobs. Each student researches one job for basic information.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).

Oral Communication: Speaking

OS1.O1 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident).

Reading

RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites).

Writing

WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

Prior Knowledge Required

- formation and use of the present tense of verbs associated with jobs and professions
- school subjects

Grammar and Language Knowledge

- vocabulary associated with jobs and professions
- present tense of verbs used to describe tasks of various professions/jobs
- ordinal numbers
- the new vocabulary used in the career card

Planning Notes

- The teacher prepares a list of vocabulary, nouns and verbs, associated with professions that students learned in previous level and activities.
- The teacher prepares a blank copy of a career/job card. This is a fill-in-the-blank activity on paper. The form requires the students to fill in information about a specified job: educational requirements, description of three primary tasks, demands of the job, hours, employment possibilities in the future job market, possible employers, job opportunities in the community, and salary.
- The teacher books library or computer lab for student research.
- The teacher prepares a test on the professions and verbs taught in the activity.

Teaching/Learning Strategies

1. Whole class: the teacher introduces the vocabulary by starting a game of charades. The teacher acts out a profession, job, or career that the students will easily guess; for example, a teacher or a dentist. The student who guesses the profession acts out the next one. The teacher may have a list of previously learned professions available to choose from, should the student need ideas.
2. Whole class: the charade game is expanded to include a verbal description of what someone of a given profession does. For example, the student acts out a dentist cleaning teeth. The student guessing the profession answers using the following format: a dentist cleans teeth, a teacher teaches a lesson, a secretary works on the computer. This provides students with a good review of previously learned vocabulary about professions and verbs describing what they do.
3. Small group: the teacher divides class into groups of four to five students. Each group is assigned a category and, using dictionaries to look up new vocabulary, creates a list of 10-15 jobs associated with this category. Possible categories are as follows:
   Professions/jobs/trades where:
   - worker wears a uniform
   - worker deals with health issues
   - worker deals with objects
   - worker requires a licence
   - worker uses several languages on the job
   - worker requires a post-secondary degree or diploma
   - worker requires protective gear
   - worker works from a wheelchair
   - worker works primarily outdoors
   - worker works with things that are broken
   - worker works at home
   - worker works in conditions or circumstances deemed dangerous
   - worker works at a high altitude
   - worker has finished an apprenticeship program

- worker works with animals
- worker handles money
- worker gets dirty
- worker is never seen by the public
- worker deals in theology
- worker works with things that are old
- worker requires a passport
- worker works in what was once considered a non-traditional role
- worker ……..

4. Small group: each group compiles a list of 10 to 15 jobs for its category. Choosing five jobs from the list that the group generated, students write the school subjects that best lead to this career/job/trade and using the present tense, write one complete sentence using a verb associated with what that worker does. Follow this example:
   - category = worker who wears a hat on the job
   - job = construction worker
   - school subject = Industrial Arts/Design and Technology
   - sentence = A construction worker builds walls.
5. Small group: each group types/writes on one sheet of paper the information that it has compiled. The teacher helps students edit their work and make corrections. The teacher makes photocopies of edited and corrected work. (Students distribute the sheets as they do next step.) *Alternative for Open level: students fill in a template sheet, supplied by the teacher, with the required information.*
6. Small group: each group makes an oral presentation of its findings to the class and distributes the sheet photocopied by the teacher. (Now each student has a personal copy of the vocabulary and verbs that he/she will need to learn for the test.)
7. Individual: using print and technological resources, each student researches one job, finds out basic information about that job, and completes a fill-in-the-blank career card. The teacher ensures that no two pairs research the same job. The teacher collects and evaluates cards. Students present their career cards to the class orally. The teacher hangs these around the room so that students may read them. *Alternative for Open level: students prepare interview questions about a specific job that interests them.*
8. Small group: the teacher arranges students into groups of four to play the following game as a review of the new vocabulary. Each group has one piece of paper, one pen per student, and at least one copy of all the professions presented in this activity. The teacher names one building or site and each group writes on the piece of paper five jobs/positions that would be in that building. The first group to finish the list, puts downs pens, stands up and waits quietly while the remaining groups finish. Once all the groups are finished, the teacher asks the group that finished first to recite the professions it has listed. If all five are correct, the group gets 10 points. If not, the teacher continues to poll the groups one after another until one group has correctly identified five professions that would exist at that location. All students sit down and they repeat the procedure, adding five additional jobs at the same location. In each successive round, it becomes more and more difficult to name professions and therefore, each successive round is worth more points. The teacher may wish to ask for fewer professions to be listed in each round. (e.g. round 1 = 5 professions = 10 points; round 2 = 4 professions = 20 points; round 3 = 3 professions = 30 points). Teachers may use well known buildings like the CN Tower, generic sites such as an automobile manufacturing plant, or even local businesses such as Mr. Estrada Flower and Gift Shop. The teacher may modify the game to meet the needs of the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02	Observation	Students participate in charade game.
Knowledge/ Understanding Thinking/Inquiry	OS1.01, OS1.02 RE1.01, RE1.02 WR1.01	Checklist	Students use dictionaries to look up new vocabulary. Students organize information about careers.
Communication	OS1.01 RE1.02 GL1.01, GL1.04, GL1.09, GL1.10	Rubric for oral presentation	Students present information.
Thinking/Inquiry Communication	OS1.01, OS1.02 RE1.03, RE1.04, RE1.05 WR1.03, WR1.04, WR1.05	Career card	Students research and record career information and present it to the class.
Application Knowledge/ Understanding	RE1.04 WR1.02, WR1.03 GL1.04, GL1.09	Written test	Students complete test of professions and verbs.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Group students heterogeneously.
- Allow more time to complete tasks.
- Students who speak the language under study research recently developed jobs and those that were traditionally held by one gender to find which ones have changed the job title to reflect non-bias.
- Provide model of filled-in career card.
- If game is too difficult, substitute a bingo-type game that provides a review of vocabulary.

Resources

Printed Matter

dictionaries

Dime Uno, p. 176

Spanish for Mastery 1, pp. 343, 344, 378, 382

Technological

Internet

Community

library

school guidance department

government agencies

Activity 3: Employment Benefits of Knowing Languages

Time: 140 minutes

Description

Students reflect upon the benefits and value of knowing more than one language in expanding their job opportunities. They identify jobs and careers in which knowledge of another language is a requirement. Students research job opportunities, in Canada and globally, available to people who know the language of study.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).
Oral Communication: Speaking
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).
Reading
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g. festival, historical sites).
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen pal or key pal in another county).

Prior Knowledge Required

- vocabulary associated with jobs
- basic research skills and research skills for the Internet
- interrogative expressions

Grammar and Language Knowledge

- vocabulary specific to job search – e.g., in Spanish, advertisements for jobs are often prefaced with impersonal expression such as *se necesita* which translates roughly to mean is needed
- words associated with geography
- modal verbs

Planning Notes

- The teacher chooses and previews a video related to jobs/work and/or the value of languages for employment. The teacher books a VCR and TV.
- The teacher informs him/herself about global economy and/or invites a guest speaker.
- The teacher creates a vocabulary list of professions in which a second language is helpful or required. (This list may be newly made or the one generated from Activity 2.)
- The teacher prepares the questionnaire for the research assignment.
- The teacher books the computer lab/library.

Teaching/Learning Strategies

1. Whole class: the teacher introduces the concept of a "global economy." The teacher may choose to invite a guest speaker to the class. The guest speaker may be a person from the community, a School Board employee, or a teacher from within the school who has expertise in this area.
2. Whole class: the teacher asks the students to brainstorm ways in which globalization influences the job market. (Possible answers: many jobs require travel to other countries, companies have offices/branches in other countries, business is often conducted by long distance conferencing by phone or Internet, competition for jobs may be greater because it may be international, new job opportunities will be created as new businesses start up.) The teacher asks students to think about what all of this will mean to a job applicant.
3. Whole class: students watch a video about the value of knowing several languages as it relates to the workplace, e.g., *A Piece of the Puzzle.*
4. Whole class: the teacher asks questions about the video and the topic in general: e.g., Give one reason why it is valuable to know more than one language. Is it necessary to be completely fluent in each language? What does it mean to have a working knowledge of a language?
5. Whole class: the teacher provides vocabulary list (new or from Activity 2) of jobs/careers/trades that require knowledge of an additional language other than French. For example: flight attendant, tour guide, exporter, ambassador, politician, archaeologist. Students may expand on the list.

6. Small group: students research via the Internet possible job opportunities, in Canada or internationally, that require the knowledge of the language of study. Each group completes a fill-in-the-blank questionnaire provided by the teacher and submits it. (The questionnaire may include the following: Provide the Internet address. What is the name of the job/position? In what country is this position? How much knowledge of the language of study is required? What is required in the way of education, training, skills, and previous experience? What job benefits and promotion possibilities are listed? Where do you submit an application and résumé.) After completing the questionnaire students give two reasons why they would or would not apply for this position.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OL1.01, OL1.03 OS1.01, OS1.02	Observation	Students brainstorm about global economy.
Knowledge/ Understanding	OL1.02 OS1.01, OS1.02 GL1.03, GL1.09	Rubric for oral activity	Students contribute orally to discussion on video.
Application	OS1.03, OS1.04 RE1.03, RE1.05 WR1.05 GL1.04, GL1.09	Checklist for Internet research	Students research job opportunities using the Internet and share their findings.
Communication	WR1.01, WR1.04	Questionnaire	Students complete fill-in-the- blank questionnaire.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- To add challenge, the teacher has the advanced students research a job in more depth and make a presentation to the class about the ways in which the language of study would be used in the job.
- Students who speak the language under study may research job opportunities in the community and interview a member of the community about how they use the language of study in their job.
- Reduce/increase required elements for assignment-simplify terminology.

Resources

Printed Matter
dictionaries

Technological
Internet

Community
library for newspapers on CD-ROMs

guest speaker: staff member, community resource person

students enrolled in Co-operative Education Program

Activity 4: A Career for Me

Time: 200 minutes

Description

In this activity students begin their job portfolio. They explore their values and areas of interest, talents, and strengths. They interpret the results of the personal Career Inventory.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).
Oral Communication: Speaking
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows).
Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression to further develop standard pronunciation, intonation, and tones.
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Prior Knowledge Required

- using modal verbs
- the verbs to like, to prefer
- differences between *ser* and *estar*

Grammar and Language Knowledge

- simple present and past tenses of verbs related to choosing careers
- vocabulary related to choosing careers
- adjectives
- adverbs to modify adjectives

Planning Notes

- The teacher prepares the activity sheets – see Appendix E – Career Inventory.
- The teacher prepares folder or manila envelope for each student's Job Portfolio.

Teaching/Learning Strategies

1. Whole class: the teacher introduces the idea of how to select and decide upon a career/trade/job for oneself. The teacher discusses the importance of value awareness in making effective decisions in life and introduces the idea of choosing a career path within one's area of interests and strengths. The teacher defines a job portfolio. Students participate in a discussion based on this information.
2. Individual: students complete the activity entitled Career Inventory. (See Appendix E – Career Inventory.)
3. Individual: each student uses the information he/she has gathered in completing the activity and writes a composition (two to three paragraphs) about him/herself. *Alternative for Open level: students prepare a point-form list rather than a paragraph.*
4. Small group: students peer edit in groups of three to four. Each student reads his/her composition to the others in the group. The student poses the question: What should I be? The group suggests three possible careers/trades/vocations for the student. The presenter writes these suggestions at the bottom of the composition.
5. Individual: each student files the activity sheets, composition, and group suggestions in a job portfolio.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	OL1.01, OL1.02 OS1.01, OS1.02 GL1.04, GL1.05, GL1.07, GL1.09	Observation	Students contribute to discussion on career choices.
Knowledge/ Understanding Application	WR1.01, WR1.04	Questionnaire	Students complete career inventories.
Communication	OL1.02 OS1.01, OS1.02, OS1.03 RE1.01, RE1.02 GL1.03, GL1.04, GL1.05, GL1.07, GL1.09	Rubric for oral and written composition	Students read compositions to group. Students give advice and feedback.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Enrichment activity or one for students enrolled in Co-operative Education: Create a different Career inventory that would help students explore career paths.
- Students who speak the language under study could contribute to the above activity.
- Provide model for composition.

Resources

Printed Matter

Appendix F – Solicitud Para Empleo or consult Teacher Advisory Programme,

Co-operative Education, Guidance, or Student Services Department for personal/career inventory ideas

dictionaries

Spanish for Mastery 1, pp. 340, 341, 359

Activity 5: The Job Application Form and the Résumé

Time: 250 minutes

Description

Students learn how to complete a job application form. Students create a résumé using the information gathered in the personal career portfolio.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;

OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;

REV.01 - read age-and language-appropriate passages from various sources for different purposes;

WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;

OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs).

Oral Communication: Speaking

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);

OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows).

Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones.
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Prior Knowledge Required

- previously taught vocabulary related to searching for a job

Grammar and Language Knowledge

- additional adjectives
- adverbs describing adjectives
- present and simple past tense of some new verbs
- new vocabulary associated with jobs, skills, and related activities

Planning Notes

- The teacher prepares a few completed job applications on transparencies. One may be that of an active student. Another may be completed carelessly. The teacher prepares questions for the students to answer: What type of student is (applicant's name)? What kind of job is (applicant's name) looking for?
- The teacher prepares a blank job application form in language of study and makes a photocopy for each student.
- The teacher prepares a job application form for the quiz.
- The teacher prepares a sheet called "Gathering Information" in the target language. This is a sheet that students complete to help them organize their ideas for the résumé. The teacher may use resources from the Student Services, Co-operative Education, or Business Departments to create this sheet. The teacher may use the *Microsoft Word* template for ideas.
- The teacher books computer lab and ensures that *Microsoft Word* program (or program with similar templates) is available.

Teaching/Learning Strategies

1. Whole class: the teacher provides a few overhead transparencies of completed job application forms. The teacher has questions prepared and students respond to the questions orally and/or in writing.
2. Whole class: the teacher initiates discussion of content of job application: what information is on an application form and why is it important to complete one neatly and accurately. Students suggest information that employers ask on an application. A recorder for the class records the questions, as students suggest them on the board or on an overhead. The teacher asks these questions and students respond to them orally.
3. Individual: students complete a blank job application form with personal information.
4. Individual: the teacher administers a quiz: the students complete a blank job application form.
5. Individual: the teacher distributes Gathering Information sheet to the students. Students complete this form and pair up for peer editing.

6. Whole class: the teacher uses an overhead to brainstorm the necessary categories, headings, and subheadings on a résumé. Students record in their notebooks as the teacher writes them on the overhead.
7. Individual: the teacher takes class to the computer lab for one to two periods. The teacher instructs students on how to select the appropriate template in the *Microsoft Word* program. Using the template as a model, each student creates a résumé template in the language of study. Students use the vocabulary from 6.
8. Individual: students review all personal information filed in their job portfolio. Students imagine that they are applying for a job. They complete the résumés template that they created in 7. Again, students work in the language of study..
9. Individual: students submit résumés for evaluation.
10. Individual: students add the résumé to their job portfolio. Students may use this as a model and create a résumé in English during free time.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03	Observation Rubric for oral communication	Students respond to job application questions.
Knowledge/ Understanding Communication	OL1.01 RE1.01, RE1.02 WR1.01, WR1.03, WR1.04 GL1.04, GL1.05, GL1.08, GL1.09	Quiz with checklist of required elements	Students complete job application.
Application Thinking/Inquiry Communication	WR1.01, WR1.03, WR1.04 GL1.04, GL1.05, GL1.07, GL1.08, GL1.09	Rubric for written communication	Students create résumé.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Enrichment activity or one for students who speak the language under study: create a job advertisement in that language. Create a job application form for this position and complete it. Write a résumé for the job. Write a covering letter.
- Reduce/increase required elements for assignment.
- Provide sample of job advertisement, job application forms, résumés.

Resources

Printed Matter

dictionaries

materials gathered from Student Services, Co-operative Education, or Business Department

Activity 6: The Job Interview

Time: 310 minutes

Description

In this activity students familiarize themselves with the job interview. They examine expectations of behaviour in Canada and in the countries of the language of study. Students present an original dialogue of a job interview.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

Oral Communication: Listening
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level.
Oral Communication: Speaking
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).
Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - read aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories).
Writing
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen pal or key pal in another county).

Prior Knowledge Required

- verbs in the simple negative construction
- conjunctions
- demonstrative adjectives
- familiarity with the dialogue format
- ability to read and understand reading passages related to a theme

Grammar and Language Knowledge

- new verbs in simple past tense
- interrogative pronouns and expressions

Planning Notes

- The teacher prepares script to act out positive and negative interviewing behaviours and creates a list of behaviours.
- The teacher selects a reading passage related to jobs/careers.
- The teacher creates a written test for (same) or second reading passage.
- The teacher prepares an aural test.
- The teacher prepares necessary audio-visual equipment.
- The teacher prepares evaluation rubric for job interview – written and oral.

Teaching/Learning Strategies

1. Whole class: the teacher stands at the classroom entrance door and shakes hands with several students as they arrive in class. When all students are in their seats, the teacher asks them to stand up, to shake hands with two to three other people and to greet each other. Students sit down. The teacher introduces the topic The Job Interview by saying that making a good first impression is important. The teacher acts out several behaviour traits and body language and asks whether each action is a positive or negative behaviour during a job interview (e.g., chewing gum, slouching, carrying a portfolio). The teacher addresses the issue of cultural differences in what is acceptable/expected during a job interview, e.g. eye contact, the use of formal versus informal salutations.
2 Small group: in groups of four or five, students write a list of dos and don'ts for behaviour during a job interview.
3. Whole class: students compare results.
4. Individual: the teacher distributes prepared behaviour list and students indicate yes or no for positive behaviour during an interview.
5. Small group: the teacher distributes reading passage/dialogue related to the topic of jobs/careers. Students read it aloud, playing the various roles. The teacher evaluates students on oral reading skills.
6. Pair: students write an original dialogue of a job interview, 12-15 lines per person. The teacher instructs the students which grammatical structures to use e.g., the present tense, the simple past, five interrogative expressions, etc. The teacher collects the dialogue for a composition mark. Students then present their dialogues, which begin and end with a business handshake. *Alternative for Open level: groups (those playing the role of applicant in one group and interviewers in another) brainstorm ideas with the assistance of the teacher before impromptu skits.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01	Handouts-check for completion	Students complete handout by listing behaviours.
Communication Application	OS1.01 RE1.02	Reading passage	Students read passage related to jobs/careers for correct pronunciation/intonation.
Knowledge/ Understanding	WR1.02, WR1.03, WR1.04, WR1.05 RE1.04 GL1.03, GL1.04, GL1.05, GL1.06	Reading passage	Students write answers to comprehension questions based on reading passage.
Knowledge/ Understanding	OL1.01	Checklist	Students answer questions on aural test read by teacher.
Communication	OS1.01, OS1.03, OS1.04 GL1.03, GL1.04	Rubric for oral communication	Students role play job interview.
Application	WR1.02, WR1.03, WR1.04, WR1.05 GL1.03, GL1.04	Rubric for written communication	Students write a draft and final copy of the job interview.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- To add challenge, teacher asks students who speak the language under study to role play an impromptu interview.
- Videotaping the interview is a fun activity. Students may take the tapes home to improve on pronunciation, mannerisms, etc.
- Allow students to use notes during interview.

Resources

Printed Matter

dictionaries

Spanish for Mastery 1, pp. 362-382

Unit 5: Hot Off the Press

Time: 18 hours

Unit Description

Students increase their knowledge of the types and roles of media through the study of media works. They participate in a range of activities that practise language structures and vocabulary. They investigate and acquire cultural information in order to understand media and its influence, both here and in the countries of the language of study. Students examine various types of ads, and practise and demonstrate their learning through discussion and the creation of projects such as a want ad and a book/CD/video jacket.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10

Activity Titles (Time + Sequence)

Activity 1	Examining German Advertisements	200 minutes
Activity 2	Matching Stars and Films	200 minutes
Activity 3	Getting the Most for Your Money	200 minutes
Activity 4	Creating a Book/CD/Video Cover	230 minutes
Activity 5	Researching Effective Marketing Practices	230 minutes

Prior Knowledge Required

- basic vocabulary associated with films, television, magazines, newspapers, and music
- experience in oral presentations
- ability to express facts, opinions, feelings in conversations, discussions, and in written form
- present tense and imperative of some regular and irregular verbs
- adjectives
- adverbs modifying verbs and adjectives

Unit Planning Notes

- Teachers gather the materials required.
- Teachers refer to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- Teachers prepare the criteria checklists for the unit activities prior to introducing the unit.
- Teachers pre-teach/review the functional language (structures, theme, vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher and students discuss the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies will be used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, Internet research, simulating and performing, note making, jigsaw activities and communication strategies which include questioning, speaking German in small groups, participating in class discussions, and writing in paragraph form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- Reflection: peer assessment
- Observation: formal and informal
- Performance: projects, formal written assignment, role performances, simulation
- Tools: checklists, rating scales, video/audio tapes, tests, quizzes (oral/aural, written/reading)
- Rubric for evaluating completed ad which is missing an element
- Rubric for evaluating written work: "The best place in the world to live"
- Rubric for evaluating oral presentation of three television ads
- Rubric for evaluating three written magazine ads

Summative Evaluation

- Performance: design and creation of radio/TV advertising appealing to a variety of audiences
- Product: three magazine ads appealing to a variety of audiences (Open Level: Students present the television ads orally)

Resources

Printed Matter

Canadian and German magazines and newspapers

Das Rad or *Schuss* (German student magazine), available from Scholastic Canada Ltd., 175 Hillmount Ave., Markham, (905) 887-7323

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., 1993. ISBN 0-17-439785-2

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 2*. Surrey: Thomas Nelson and Sons Ltd., 1994. ISBN 0-17-4397968-8

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 3*. Survey: Thomas Nelson and Sons Ltd., 1995. ISBN 0-17-439880-8

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 3*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15021-0

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Holt, Rinehart and Winston. *Komm mit! Level 1*. United States: Harcourt, Brace & Company, 1995. ISBN030 325 196

Holt, Rinehart and Winston. *Komm mit! Level 2*. United States: Harcourt, Brace & Company, 1995. ISBN 030 325 528

Holt, Rinehart and Winston. *Komm mit! Level 1 Teaching Resources*. United States: Harcourt, Brace & Company, 1995 ISBN 030 325 234

Holt, Rinehart and Winston. *Komm mit! Level 2 Teaching Resources*. United States: Harcourt, Brace & Company, 1995 ISBN 030 950 600

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Moeller, Liedloff, Kent. *German Today 2*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN:0-395-47135-4

Technological

Computer Programs: *CorelDRAW*™ and Clip Art

CD-ROM: *German for Everyone*. The Learning Company, Cambridge, Mass., 1997. (2 disks)

Inter Nationes. *Alles Gute. Langenscheidt* (video series), 1989 Bonn ISBN 3-468-96870-1

Internet (to download movie posters, research actors)

Eine kleine Deutschmusik (German songs reinforcing vocabulary and grammar, set to familiar tunes), available from Tralco, TEL: (905) 575-5717; Toll free: 1-888-4-TRALCO;

FAX: (905) 575-1783; Text/Workbook # 3-0468-9670-1; Music cassette # 3-468-9671-8

Annenberg/CPB Collection. *Fokus Deutsch* (12 x 60 minute videos and support materials) series code #64-31-1023; available from McGraw-Hill Ryerson Ltd; TEL: (905) 430-5050 or (800) 565-5758; FAX: (800) 463-5885

Community

Goethe Institute, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

Library: video cassettes, book covers, articles on actors, television stars

Unit 6: A World of Culture

Time: 17 hours

Unit Description

In this unit, students further enhance their knowledge of the language of study through an exploration of cultural activities. With the teacher's help, students research and discuss topics such as historical sites and figures, traditions, festivals, geography, art, and music. Oral and written activities provide opportunities for students to demonstrate what they have learned, and for the teacher to assess and evaluate their progress. In addition, students expand their learning outside of the classroom by preparing and conducting an interview with a native speaker of the language.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05. GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Creating a Tourist Brochure	220 minutes
Activity 2	Let's Tour Together	220 minutes
Activity 3	Festivals and Folklore	220 minutes
Activity 4	Interview with Famous Historical Figures	180 minutes
Activity 5	The Italo-Canadian Experience	180 minutes

Prior Knowledge Required

- regular and irregular verbs in present, perfect past
- modal verbs
- useful idiomatic expressions

Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning.
- The teacher prepares necessary materials and evaluation tools prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in this unit.
- The teacher utilizes ongoing evaluation/assessment rubrics and techniques throughout the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: researching, discussing and presenting, interviewing, brainstorming, co-operative learning, composition writing, reading passages related to culture/history.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- reflection: peer assessment
- observation: formal and informal
- performance: projects, formal written assignment, role performances, simulation
- tools: checklists, rating scales, video/audio tapes, tests, quizzes (oral/aural, written/reading), listening and reading comprehension tests

Summative Evaluation

- paper and pencil assessment: teacher-made or course-generated standard test
- performance assessments, i.e. dialogues, interviews, oral presentations

Resources

Print/Media

Boni, A. *Italian regional Cooking*. New York, Crescent Books, 1989.

Cockburn, F., J. Gallup, and P. Gardini. *Cyberproject: An Electronic passport to the world of International Languages*. Toronto Board of Education, Modern Languages and Classic Department, 1997

Costantino, M. *The Italian Way*. Illinois: Passport Books, 1996. ISBN 0-8442-8072-0

Costantino, M. *Avventure in città...* USA, New York: AMSCO School Publications, Inc., 1987. ISBN 087720-589-2

Cremona, J. *Buongiorno Italia ! A combined BBC Radio and Television Course for Beginners in Italian.* London W120TT, BBC Books, 1986. ISBN 0-8219-0241-5

D'Alleva, J. *Incontri Culturali, Cross-Cultural Mini-Dramas*. Toronto: Nelson, 1990. ISBN 0-8442-80062

Danesi, M. *Learn Italian the Fast and Fun Way*. Toronto: Barron's, 1985. ISBN 0-8120-2854-6

Danesi, M. *ADESSO!* Boston USA, Heinle & Heinle Publ., 1992. ISBN 0-8384-1986-0

Graziano,G. *Dialoghi Simpatici. A Graded Introductory Reader for the Beginning Students*. Lincolnwood, Illinois: NTC 1996. ISBN 0-8442-8042-9

Jackson, J. *Ciao ! Primo, Secondo, Terzo Libro.* Toronto Nelson, 1990. ISBN 0-17-439224-9

Jackson, J. *Ciao ! Teacher's Resource Book and Copy Masters for Primo, Secondo, and Terzo Libro.* Toronto Nelson, 1990. ISBN 0-17-439229-X

Lazzarino, G. *Prego ! An Invitation to Italian*. Toronto, McGraw-Hill, 1990. ISBN 0-07-557426-8

Masella, A. *Leggere con piacere*. New York: AMSCO, 1976. ISBN 0-87720-591-4

Mollica, A. *A te la scelta ! Libro primo.* Welland, Ontario: Editions Soleil, 1992. ISBN 0-921831-22-6

Pease, A and Bini, D. *Italiano In Diretta-An Introductory Course.* Toronto: McGraw-Hill, 1989. ISBN 0-07-557328-8

Speroni, C. and C. Golino. *Basic Italian*. Toronto. Holt, Rinehart & Winston Inc., 1993. ISBN 0-03074991-3

Idee pratiche per le lezioni di Italiano. Mary Glasgow Publications, Ltd. 1992.07487-3715-4

Technology

Buongiorno Italia ! BBC Educational and Training Videos. BBC Education and Training

Your Guide to 57 Decadent Cooking Holidays in Italy
http://www.portal.ca/-McGowan

Parente, A. *Your About.com Guide to: Italian Culture*
wysiwyg://157/http:/italianculture.miningco.com/msub28.htm

Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=italian+pastimes&PM=113-300-T
Adesso web site
http://adesso.heinle.com

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org
Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com
Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org
local regional clubs and community cultural centres of the country of the language studied
Radio and TV stations (e.g., CHIN International radio and TV station)

Activity 1: Creating a Tourist Brochure

Time: 220 minutes

Description

Students create a tourist brochure related to a country where the language of study is spoken. They use print and technological resources to find information on regions and cities, and they choose monuments and features of interest to include in their booklet.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communication: Listening
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).
Oral Communication: Speaking
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);

OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

Reading

RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);

RE1.02 - read aloud with expression to further develop standard pronunciation, intonation, and tones;

RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);

RE1.05 - identify features of the culture of countries where the language is spoken (e.g. festival, historical sites).

Writing

WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen pal or key pal in another county).

Prior Knowledge Required

- syntax and word order in complex and compound sentences: affirmative and negative
- nouns, adjectives and articles
- verb conjugation and agreement in gender and number: present and past tense
- idiomatic expressions
- adverbs of time
- prepositional phrases

Grammar and Language Knowledge

- vocabulary and expressions related to travel, geography
- descriptive adjectives
- regular and irregular verbs in present and simple past tense

Planning Notes

- The teacher obtains sample brochures and informative tourist booklets for student review.
- The teacher prepares review material of language/vocabulary formerly learned.
- The teacher contacts consulates or tourist board for information.
- The teacher arranges for a guest speaker.
- The teacher books library/computer time for students to find information on sites, cities, country.

Teaching/Learning Strategies

1. Whole class: students brainstorm ideas for preparation and presentation of a tourist brochure.
2. Small group: students peruse brochures, magazines, newspapers, etc, containing travel information.
3. Individual: students use print and technological resources to learn about cultural, geographical, and tourist features of the country of the language of study. *Alternative for Open level: the teacher provides template in which information is filled in.*
4. Whole class: students visit a tourist centre and/or meet with an invited native speaker/expert in the travel field to acquire more information for the preparation of their brochure.
5. Individual: students assemble facts and create the text and pictures for their tourist brochure.

6. Small group: students work with peers and teacher making necessary revisions.
7. Individual: students present tourist brochure orally to the class and in written form to the teacher.
   Alternative for Open level: brochure is only presented orally.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01 OS1.02 RE1.02 GL1.01, GL1.04, GL1.09, GL1.10	Observation	Students discuss format and components and necessary grammatical elements for creation of a tourist brochure.
Application	OL1.02 OS1.02 RE1.03 WR1.04	Checklist	Students peruse travel booklets for ideas and format of brochure. Students consult print and technological resources and make notes.
Communication Application	OL1.01, OL1.03 OS1.03, OS1.04 RE1.05 WR1.01, WR1.05	Observation Checklist	Students ask questions of guest speaker and make notes as appropriate. Students assemble and organize facts and make a draft of their brochure.
Thinking/Inquiry	RE1.01 WR1.01	Checklist	Students do peer editing, suggesting improvements in revisions.
Communication Application	OS1.02, OS1.03 OS1.04 WR1.01, WR1.05 GL1.01, GL1.04, GL1.09, GL1.10	Rubric for written and oral presentation	Students present final brochure orally with a written copy to the teacher.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide additional activity sheets reviewing language structures previously learned.
- Increase/decrease the required elements for the written and visual component of tourist brochure.

Resources

Technological

http://www.travelit/archaeol/index.htm(links- archaeology, art, culture)

http://www.execute.com/travel/countries/italy (links- regions, cities, islands)

http://italanculture.about.com/msub7.htm?p.d=2745&cob=home (links- maps)

http://www.kmike.com/country/it.htm

http://italianculture.about.com/ (links-art, festivals, food, history)

Activity 2: Let's Tour Together

Time: 220 minutes

Description

Students examine geographical features of the country of study. They explore salient customs of towns, cities, and regions. A map study serves as a catalyst toward better understanding of topographical and consequent regional/national identities. Later, students pose as tour guides and provide information to prospective visitors to the city/region they have researched.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communication: Listening
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).
Oral Communication: Speaking
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).
Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories).
Writing
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen pal or key pal in another county).

Prior Knowledge Required

- syntax and word order in complex and compound sentences: affirmative and negative
- verbs, nouns, adjectives, and articles
- verbs in present and past tense
- idiomatic expressions
- adverbs and adverbial phrases, adverbs of time
- prepositions and prepositional phrases

Grammar and Language Knowledge

- word order in simple, complex, and compound sentences
- vocabulary and expressions related to geography, customs, lifestyle

Planning Notes

- The teacher reserves time in the library/computer lab.
- The teacher prepares review material of language/vocabulary formerly learned.
- The teacher prepares sample map activities and provides atlases for student use.
- The teacher contacts consulates or tourist board for information.
- The teacher invites guest speaker or arranges e-mail contact with students from other countries.
- The teacher plans an excursion to travel agency or invites a tourist expert.

Teaching/Learning Strategies

1. Whole class: students brainstorm ideas for preparation and presentation of map study and tour guide presentation.
2. Small group: students study brochures, magazines, and travel booklets. The teacher gives students atlases and map activity sheets to review directions, labelling, titling, and specific requirements for the development of a map. Students identify, label, title, and create a map of specific geographical regions as indicated by the teacher. Students are given a country, a region, a city and town to be illustrated and described.
3. Individual: students use library or computer lab time to search for information on cultural, geographical, and tourist features of the country studied. Students find or are given e-mail addresses and attempt to contact and communicate with students from the regions being studied to gather information. *Alternative for Open level: students are given sample questions to be used to get information from students in the country of the language of study.*
4. Whole class: students visit a tourist centre and/or meet with an invited guest speaker/expert in the travel field and ask prepared questions about the region being studied.
5. Individual: students collect and organize information concerning the customs and regional features of interest studied. They use a data collection sheet to record information and organize resources to be used in the presentation.
6. Individual: students create a collage and collect objects of interest to add authenticity to their presentation.
7. Whole class: the teacher presents videos and sample tour guide based programs to help students generate ideas for their presentation.
8. Small group: students work in groups to prepare the map study. The teacher assists students with editing and necessary revisions.
9. Individual: students present to the class, using resources such as slides, video cassettes and music to enhance their project.
10. Individual: students prepare a data collection sheet to be used as a guide to comprehension by class members. At the conclusion of the presentation, certain members of the class are asked to summarize information they have learned on a summary sheet.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01 OS1.02, OS1.04 RE1.01 WR1.03 GL1.08	Observation Checklist	Students brainstorm ideas for preparation of map study and tour guide presentation. Students label maps.
Application Thinking/Inquiry	OL1.03 OS1.02 RE1.03, RE1.04 WR1.04 GL1.09	Checklist	Students research traditions and customs of regions, making notes. Students visit a tourist centre and ask prepared questions on regions.
Communication Application	OS1.04 WR1.03	Rubric for oral presentation	Students present map study and tour guide project.
Thinking/Inquiry	OL1.03 OS1.04 RE1.04 WR1.02, WR1.05	Information gathering sheet Summary sheet	Students make notes and organize data on information gathering sheet. Students create a collage. Students complete summary sheet as a review of presentation.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide additional activity sheets reviewing language structures previously learned.
- Increase/decrease the elements of the tourist projects.
- Provide sample map activities to demonstrate mapping skills, i.e., complete one map as a group.
- Allow students to work in heterogeneous groups on preparation and revision of project.
- To add challenge, have students research and present additional cultural information.

Resources

Printed Matter

Encyclopaedia Britannica World Atlas

Technological

http://dir.yahoo.com/regional/countries/italy

http://www.execute.com/travel/countries/italy (links- regions, cities, islands)

http://italanculture.about.com/msub7.htm?p.d=2745&cob=home (links- maps)

http://www.kmike.com/country/it.htm

http://italianculture.about.com/ (links-art, festivals, food, history)

Activity 3: Festivals and Folklore

Time: 220 minutes

Description

Interesting rituals, costumes, and local folklore festivals still survive in present-day Italy. Opera and opera festivals are also outstanding examples of the Italian culture and spirit. In this activity, students use the Internet, CD-ROMs, and print resources to find out about a festival that reflects the Italian heritage. They work in small groups and report their findings in written projects and oral presentations.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communication: Listening
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms).
Oral Communication: Speaking
OS1.03 - express opinions in conversations and other situations (e.g., express preferences contribute opinions to a survey on television shows);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
Reading
RE1.03 - use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts or CD-ROMs, and the Internet);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g. festival, historical sites).
Writing
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen pal or key pal in another county).

Prior Knowledge Required

- ability to research using technology and print
- ability to read age- and language-appropriate passages from various sources
- present and past tense of regular and frequently used irregular verbs
- regular and frequently used irregular descriptive adjectives

Grammar and Language Knowledge

- reinforcement of the use of present and simple past tense of regular and frequently used irregular verbs
- adverbs of time (e.g., yesterday, today, tomorrow)
- word order in simple, complex and compound sentences
- vocabulary associated with festivals and folklore

Planning Notes

- The teacher prepares lists of web sites on folklore and traditions.
- The teacher prepares copies of reading passages on folklore and traditions.
- The teacher prepares slides/videos/information on one of the following:
  - celebration of Christmas in Italy
  - "Il Palio di Siena"
  - the Carnival of Venice

Teaching/Learning Strategies

Note: Teachers should choose one of the following small group activities.

1. Small group: nativity scenes. Students find out about the traditions associated with the celebration of Christmas in Italy. In small groups of four to five, students work in a jigsaw fashion where each individual is responsible and will eventually become an expert on one aspect of the research:
   a) the *Pifferai* or *fifers* that usher in the coming festivities
   b) the making of the figurines of the nativity scenes in clay or plaster
   c) the Christmas Eve Dinner and traditional Christmas dishes
   d) the Christmas sweets: *il panettone, il torrone,* etc.

   Students present their findings as a group orally and/or in written form. The teacher evaluates presentations according to the criteria of the appropriate rubric. *Alternative for Open level: students create a brochure to advertise a special cultural event. A certain number of items must be included e.g., name of the event and a brief description, dates, and location. Good creative skills will contribute to the effectiveness of the product.*

OR

2. Small group: *Il Palio di Siena*. The teacher initiates a brainstorming session about festivals and focusses on the importance of traditional festivals that bring to life once more the far-off days. The Palio at Siena is perhaps the most famous one. In small groups of four to five, students work in a jigsaw style where each individual is responsible and becomes an expert on one aspect of the research. Students concentrate on the following aspects:
   a) the origins and dates of the Palio
   b) the nature of the Palio (what is it? a banner, a painting?)
   c) the contrade (neighbourhoods) and their competition to win
   d) the costumes of the flag bearers
   e) the winners and the losers of the race
   f) violence versus fun in the Palio Race

   Students present their findings as a group. The teacher evaluates presentations according to the criteria of the appropriate rubric. *Alternative for Open level: students create a brochure to advertise a special cultural event. A certain number of items must be included e.g., name of the event and a brief description, dates, and location. Good creative skills will contribute to the effectiveness of the product.*

OR

3. Small group: the Carnival of Venice. The Venice Carnival is a magical time for everyone and involves the whole city. This is an intense period for Venetians as they don their masks and wear their fanciful costumes. The most common costume (the *bùtta*) is composed of a black silk hood, a lace cape, a voluminous cloak (the *tabarro*) and a three-cornered hat (the *tricorno*) and a white mask that completely covers the wearer's face. The class works co-operatively in groups to design costumes and construct masks for a carnival event. This activity should coincide with Carnival time. Students are evaluated individually and as a group according to the criteria of the appropriate rubric. *Alternative for Open level: students create a brochure to advertise a special cultural event. A certain number of items must be included, e.g., name of the event and a brief description, dates, and location. Good creative skills will contribute to the effectiveness of the product.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.03 OS1.03, OS1.04	Observation	Students participate in brainstorming/information session on festivals.
Knowledge/ Understanding Thinking/Inquiry	OL1.03 OS1.04 RE1.05 WR1.05	Observation Checklist	Students do research project one of the festivals, making notes on their findings.
Communication Application	OS1.04 RE1.03 GL1.04, GL1.07, GL1.09, GL1.10	Rubric for oral evaluation	Students present information orally to the class.
Communication Application	WR1.04, WR1.05 GL1.04, GL1.07, GL1.09, GL1.10	Rubric for written evaluation	Students organize and submit written project to the teacher.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Give students more time to complete assignments or require fewer elements.
- To add enrichment, have students do additional research in areas of interest to them.

Resources

Printed Matter

Costantino, M. *The Italian Way*. Lincolnwood, Illinois: Passport Books, NTC, 1996.

Cremona, J. *Buongiorno Italia ! Italian For Beginners*. London: BBC Books, 1992. W120TT

D'Alleva, J. *Incontri Culturali- Cross-Cultural Mini-Dramas*. Lincolnwood, Illinois: NTC, 1990.

1993 An Italian Year- ENIT. (A copy can be found at the Direzione Didattica, Consolato D'Italia, Toronto)

Technological

Holiday Traditions-Italy
http://www.californiamall.com/holidaytraditions/traditions-italy.htm

Christmas Stories-The legend of la Befana
http://www.santasletterbox.com/befana.html

C'era una volta: Chapter 1: The Italian Popular Tradition
http://www.amherst.edu/~ljlee/Folklore/Thesis/chapter 1.html

Sicily – Folklore - The Celebration of the Patron Saint
http://www.osolemio.it/sicily/folklore/patrono.html

Sicily - The Festival of the Almond Blossom
http://www.osolemio.it/sicily/folklore/mandorlo.html

Folklore in Calabria
http://www.turismo.regione.calabria.it/folklo/festivi.htm

History - The Carnival
http://www.venetia.it/s-carn-eng.htm

Carnival of Venice
http://www.carnivalofvenice.com/uk/antice/luoghi/inizio.html

Il Palio - Siena, Italy
wysiwyg://183/http://www.travelnotes,org/Travel/aug12.htm

Club Toscana Adventures
http://www3.sympatico.ca/toscana

Go Tuscany - What's Going on?
http://firenze.net/events/events.htm

Italian Music - Italian Culture
wysiwyg://45/http://italianculture.about...home&terms=pastimes&PM=113-300-T

Community

Italian Government Travel Office
1 Place Ville Marie, Suite 1914, Montreal,Quebec, H3B 3M9, Tel: (514)866-7667

Istituto Italiano di Cultura, Toronto

Consolato Italiano, Toronto

Activity 4: Interview with Famous Historical Figures

Time: 180 minutes

Description

In this activity, students develop a broader awareness of the contribution made by speakers of the language of study to the liberal arts and other spheres of human endeavour. They use research facts to construct a knowledge base around prominent historical figures. This is followed by a role-play activity in which students interview one another on their particular area of expertise.

Strand(s) and Expectations

Strand(s): Oral communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01 - write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communication: Listening

OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).

Oral Communication: Speaking

OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

Reading

RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.03 - use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts or CD-ROMs, and the Internet);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g. festival, historical sites).

Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen pal or key pal in another county).

Prior Knowledge Required

- basic research skills
- present tense and past perfect tense of regular and frequently used irregular verbs
- contributions of some famous Italians

Grammar and Language Knowledge

- word order in simple, complex, and compound sentences, gender and number agreement in noun phrases
- vocabulary associated with professions, lifestyles
- additional idiomatic expressions

Planning Notes

- The teacher reserves time in the Library/Resource Centre and/or computer lab.
- The teacher provides students with the Illustrious Italians worksheet (see Appendix H – Illustrious Italians).
- The teacher has students procure the necessary props and costumes for the interview.

Teaching/Learning Strategies

1. Whole class: students, with the assistance of the teacher, brainstorm a list of famous historical figures and their contributions.
2. Individual: using print and technological resources, students find information on two famous historical figures, writing down the main points on the Illustrious Italians worksheet provided by the teacher. *Alternative for Open level: students research one historical figure.*
3. Individual: based on the type of information obtained, students write down possible questions to be used to interview an historical figure.
4. Pair: using the information from their research, students role play an interview where one person is the historical figure and the other is the interviewer. They then switch roles and conduct a second interview with a different historical figure.
5. Individual: assuming the identity of the historical character that they have researched, students make a journal entry or write a letter pertaining to an event in their lives.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication Knowledge/ Understanding	OL1.01, OL1.02, OL1.03 OS1.02, OS1.04	Observation	Students brainstorm information on historical figures.
Thinking/Inquiry	RE1.01, RE1.03, RE1.04, RE1.05 WR1.01, WR1.05	Checklist	Students research and record information on historical figures.
Knowledge/ Understanding	WR1.01, WR1.02	Rating scale	Students write down interview questions.
Communication Application	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03, OS1.04	Rubric for evaluating oral interview	Students role play their interview.
Thinking/Inquiry Application	WR1.01, WR1.04, WR1.05 GL1.04, GL1.08, GL1.09, GL1.10	Rubric for evaluating writing	Students, in the character of one of figures they researched, write a journal entry or letter about an important event in their lives.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may be interviewed directly by the teacher rather than submit a formal written assignment.
- Pair students with varied abilities.

Resources

Technological

CD-ROM, *Microsoft Encarta Encyclopedia.*

Internet, http://webhome.idirect.com/~omlta

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3. Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Activity 5: The Italo-Canadian Experience

Time: 180 minutes

Description

In this activity, students learn more about the Canadian multicultural society. They gain insights into the life and experiences of immigrants by talking to classmates, teachers, and/or members of the community who have come from other countries. The students gain a more informed historical perspective on immigration to Canada, as well as the joys and difficulties of those who came here for a better life.

Strand(s) and Expectations

Strand(s): Oral communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicate orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for different purposes;
WRV.01- write for different purposes and audiences, using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend).

Specific Expectations

Oral Communication: Listening
OL1.01 - respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape and CD-ROMs);
OL1.03 - identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).
Oral Communication: Speaking
OS1.01 - use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - express opinions in conversations and other situations (e.g., express preferences contribute opinions to a survey on television shows).
Reading
RE1.01 - read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.04 - respond to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identify features of the culture of countries where the language is spoken (e.g. festival, historical sites).
Writing
WR1.01 - write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - write a variety of questions and answers;
WR1.03 - write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers).

Prior Knowledge Required

- additional irregular verbs in the perfect past tense
- vocabulary for asking questions

Grammar and Language Knowledge

- This summative activity practises the grammar and language knowledge previously studied. No new elements are introduced.

Planning Notes

- The teacher arranges to have parents and/or staff members who have immigrated to Canada come to discuss their experiences.
- The teacher may wish to organize an excursion to a retirement home (e.g., Villa Colombo, Toronto) to have the students talk directly to an elderly person about their life before coming to Canada and their experiences here.

Teaching/Learning Strategies

1. Whole class: students prepare questions and ask guest speakers about their immigration to Canada and their experiences as members of the Italo-Canadian community.
2. Individual: with the assistance of the teacher, students write questions and conduct an interview with a peer, a family, or staff member, or a member of the community. Students then write a brief summary of the interview. *Alternative for Open level: the teacher provides sample questions which students may adapt for the interview.*
3. Pair/Small group: students make a list of nouns, verbs, and adjectives related to beginning life in a new country, e.g., fear, surprise, to worry, to enjoy, lonely, exciting. Each pair joins with another pair to share vocabulary lists. Groups take some vocabulary items from each list to write complete sentences to describe life and feelings of living in a new country.
4. Individual: students, in the role of someone recently arrived in Canada, write a short letter home, describing their feelings and experiences. Students peer-edit each others' work and present a final copy to the teacher for evaluation. *Alternative for Open level: students write a postcard.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry Communication	OL1.01, OL1.02 OS1.02, OS1.03 WR1.02	Checklist	Students prepare questions for guest speaker.
Thinking/Inquiry Communication	OL1.01, OL1.03 OS1.01, OS1.02, OS1.03, OS1.04 WR1.02, WR1.03	Observation	Students interview a peer, staff, family or community member about their life before and after coming to Canada.
Knowledge/ Understanding Application	OL1.01 OS1.02, OS1.03 WR1.01	Checklist	Students create vocabulary lists and make up sentences.
Thinking/Inquiry Application	RE1.01, RE1.04, RE1.05 WR1.01, WR1.04 GL1.04, GL1.08, GL1.09, GL1.10	Rubric for evaluating writing	Students write a short letter (rough draft, peer editing, final copy).

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may give oral report instead of written submission.

Resources

Technological

CD ROM, *Microsoft Encarta 97 Encyclopedia.*

Internet, http://webhome.idirect.com/~omlta

Community

Columbus Centre, 901 Lawrence Ave. W., Toronto, ON, M6A 1C3. Tel. (416) 789-7011. Fax (416) 789-3951

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3. Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

National Film Board of Canada, 150 John St., Toronto, ON, M5V 3C3. Tel. (416) 973-6856. Fax (416) 973-7007. http://www.nfb.ca

Appendix A-01
Coded Expectations, International Languages, Level 2, LBABD-LYXBD

Oral Communication: Listening
Overall Expectations
OLV.01
– demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level.

Specific Expectations
OL1.01
– respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02
– use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03
– identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).

Oral Communication: Speaking
Overall Expectations
OSV.01
– communicate orally in various situations and for different purposes, using simple language appropriate to the level.

Specific Expectations
OS1.01
– use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02
– use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03
– express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
OS1.04
– apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

Reading

Overall Expectations

REV.01

– read age- and language-appropriate passages from various sources for different purposes.

Specific Expectations

RE1.01

– read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);

RE1.02

– read aloud with expression, to further develop standard pronunciation, intonation, and tones;

RE1.03

– use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);

RE1.04

– respond to what they read in a variety of ways (e.g., retell stories);

RE1.05

– identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites).

Writing

Overall Expectations

WRV.01

– write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

WR1.01

– write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.02

– write a variety of questions and answers;

WR1.03

– write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);

WR1.04

– use resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05

– apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

Grammar and Language Knowledge

GL1.01 Nouns

– use of articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – use of the partitive with nouns (e.g., some vegetables, any salad), – frequently used irregular nouns

GL1.02 Prepositions

– prepositional phrases (e.g., into the room, in the room, at the dentist, to the bank)

GL1.03 Pronouns

– subject pronouns, singular and plural, – interrogative pronouns (e.g., who, what) , – direct object pronouns (e.g., me, him)

GL1.04 Verbs

– present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., to be, to have, to want, to go) , – verbs in simple negative constructions, – modal verbs (e.g., can, must, want), –perfect past tense (simple past tense in some international languages), –use of negative forms (e.g., don't, won't)

GL1.05 Adjectives

– regular adjectives and irregular adjectives, including frequently used irregular adjectives (e.g., good), – expressions of quantity, – possessive adjectives (e.g., my, your, his, her, our, their), – demonstrative adjectives (e.g., this, that), – interrogative adjectives (e.g., which)

GL1.06 Conjunctions

– common conjunctions (e.g., and, or, but, because, when)

GL1.07 Adverbs

– adverbs used to modify verbs (e.g., She drives quickly.), – adverbs used to modify adjectives (e.g., I am very happy.), – adverbs of time (e.g., yesterday, today, tomorrow), – formation of simple adverbs

GL1.08 Syntax

– word order in simple sentences, positive, interrogative, negative, – word order in complex and compound sentences, – gender and number agreement

GL1.09 Vocabulary

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, friends, music, sports, professions, careers, shopping, television, advertisements, – words associated with transportation, geography, places (e.g., school, office, factory), – basic salutations, – cardinal numbers (1-100) and ordinal numbers (e.g., the first day), – names of currency

GL1.10 Other Elements

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required

Appendix B-01

Rubric for Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited ability	- uses recently taught language knowledge with some errors	- uses recently taught language knowledge with some facility and accuracy	- uses recently taught language knowledge with facility and accuracy
Oral Communication (speaking)	- speaks with hesitation and limited pronunciation ability	- speaks somewhat fluently, with moderate pronunciation ability	- speaks quite fluently and pronounces quite accurately	- speaks fluently and pronounces accurately
Aural Communication (listening)	- demonstrates limited aural understanding	- demonstrates some aural understanding	- demonstrates considerable aural understanding	- demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy - has difficulty responding to spoken cues	- forms sentences and questions with some accuracy - has occasional difficulty responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with consisted accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses very few interesting and relevant details	- expresses a few interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

Note: This rubric may be adapted to assess students' use of language in a group activity.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B-02

Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy - has difficulty making corrections on final copy	- uses recently taught language knowledge with some errors on rough copy - has some difficulty making corrections on final copy	- uses recently taught language knowledge with some facility on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language knowledge with facility on rough copy - corrects final copy easily and appropriately
Communication	- has difficulty writing sentences to convey meaning	- has some difficulty writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- has difficulty organizing the elements of a sentences	- has some difficulty organizing the elements of a sentence	- organizes the elements of a sentence quite accurately and appropriately	- organizes the elements of a sentence accurately and appropriately
Thinking/Inquiry	- incorporates few interesting and relevant details	- incorporates a few interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C

Biography of an Artist
Unit 2, Activity 2

Students research well-known artists who speak the language being learned, using Internet, CDs, and print materials.

BIOGRAPHIE
Biography

Name des Künstlers (der Künstlerin):
Artist's name:

Geboren:
Born: (Datum/Ort)
Date/place

Bestorben:
Died: (Dartum/Ort)
Date/place

KUNST:
ART:

Plastik____	Malerei____	Musik____	Tanz____	Theater____	Film____	Literatur____
sculpture	*painting*	*music*	*dance*	*theatre*	*film*	*literature*

Bekanntestes Kunststück:
best-known piece of art

Merkmal:
distinctive trait

Appendix D

Quiz on Prepositional Phrases
Unit 2, Activity 4

Decide whether the preposition is followed by the dative or the accusative, or is a preposition that is followed by either the dative or the accusative.

a) Hans diente schon mehrere Jahre bei sein_____ Herrn

b) Ich möchte gern wieder nach Hause zu mein_____ Mutter.

c) Hans wickelte den Klumpen in ein____ Tuch und setzte ihn auf d____ Schulter.

d) Hans war zufrieden, daß er so frei durch d____ Land reiten konnte.

e) Der Bauer stieg auf d_____ Pferd und ritt schnell fort.

f) "Ich danke dir für dein____ Freundschaft", sagte Hans und ging mit d_____ Schwein am Seil weiter.

g) Meine Mutter wird sich über d_____ schönen Braten freuen.

h) Da arbeitete auf d_____ Straße ein Scherenschleifer.

i) Er steckte das Geld in sein_____ Tasche und ging glücklich weiter.

j) So glücklich wie ich ist kein Mensch unter d_____ Sonne!

Appendix E

Career Inventory
Unit 4, Activity 4

Note to teacher: This is one sample of a career inventory. There are many available. The Student Services and Co-operative Education departments in your school may have others.

Write Yes or No:

1. I enjoy being with people.
2. I get along well with people.
3. In a group, often I am the leader.
4. I love outdoor activities.
5. I usually drive fast.
6. I hope to go on a safari someday.
7. I want to learn as many language as possible.
8. Other cultures fascinate me.
9. I will try almost any type of food.
10. Fame is important to me.
11. By the age of 30, I will be a millionaire.
12. I like to buy new things.
13. I can fix broken objects.
14. I play computer games often.
15. I watch documentary shows about science and nature.
16. I am an artist.
17. I like to decorate my own space.
18. I prefer to read rather than watch TV.
19. I love to travel.
20. I always do my homework.

Answer the following questions:

1. What are your three favourite subjects at school?
2. In which two subjects do you usually receive good grades?
3. Describe your personality using five different adjectives.
4. Name one thing that someone (mother, coach, camp counsellor, peer) has said that you do well.

Appendix F

Solicitud Para Empleo
Unit 4, Activity 5

Hotel Mundoviajantes
Apellido _____ Nombre _____
Nacionalidad _____
Dirección _____

_____
(ciudad) (provincia) (código postal)
País de nacimiento _____
Fecha de nacimiento _____

Educación

Nombre del Instituto Año Completado
Universitaria _____ _____
Secundaria _____ _____

Experiencia Profesional:

Compañía Puesto Fechas
1. _____
2. _____

Informacion Profesional

Puesto que solicita: _____

Informacion Adicional

Cuales idiomas sabe? _____ _____ _____

Fecha: _____ Firma: _____

Appendix G

Map Study
Unit 6, Activity 2

1. Using an atlas identify the geographical regions in Italy using the latitude and longitude co-ordinates provided.

a) 37.30 N -14.00 E _____	b) 43.46 N-11.15 E _____	c) 42.00 N-12.30 E _____
d) 46.05 N- 2.10 E _____	e) 45.45 N- 7.25 E _____	f) 40.30 N-16.10 E _____

2. Create a map outlining your daily route to school from home. Be specific, label your map accordingly, and highlight and indicate street names and geographical features. Describe your route to a friend once your map is complete.

Appendix H

Illustrious Italians
Unit 6, Activity 6

Using a variety of different resources (e.g., books, encyclopedia, Internet), choose five of the following people and indicate where and when (s)he was born, the reason for his or her fame, where and when (s)he died, and one other interesting detail. Be sure to cite your sources.

Dante Alighieri	Lorenzo de Medici	Guglielmo Marconi
Francesco D'Assisi	Galileo Galilei	Maria Montessori
Michelangelo Buonarotti	Federico Fellini	Marco Polo
Giulio Cesare	Giuseppe Garibaldi	Raffaello Sanzio
Leonardo da Vinci	Nicolò Macchiavelli	Giuseppe Verdi